DOCUMENT RESUME

ED 465 188 CS 511 212

AUTHOR Buzard, Barbara; Jarosz, Diane; Lato, Kelly; Zimmermann, Lori

TITLE Motivating the Reluctant Reader.
PUB DATE 2001-05-00
NOTE 131p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
PUB TYPE Dissertations/Theses (040)
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Cooperative Learning; Elementary Education; Middle Schools; Reading Improvement; *Reading Instruction; Reading Material Selection; *Reading Motivation; Reading Skills; *Reading Strategies; Student Attitudes; *Student Motivation

ABSTRACT

This report describes a program for increasing student reading motivation through the use of cooperative learning activities, differentiating reading instruction, and active reading strategies. The students of the targeted second, fourth, sixth and eighth grade classes exhibited a reluctance to read that interfered with academic growth. Probable causes for the lack of student motivation in reading were identified through a review of the literature and an analysis of the setting. Materials were often picked for students with little thought for relevance to their lives and interests. Students were not familiar with the variety of genres and authors. Students lacked the skills required to read rich and engaging books. Books competed with video games, television, and other electronic devices. The strengths and weaknesses of the students' reading abilities were identified. Through the planned lessons these strengths and weaknesses were improved. Reading reluctance decreased. Post intervention data indicated an overall improvement in reading skills and motivation when lessons incorporated cooperative learning activities, differentiating reading instruction, and active reading strategies. (Contains 30 references and 16 figures of data. Eighteen appendixes include the following: a letter to colleagues; reading surveys for parents and students; Comprehension Test; IRI Recording Form; fluency reading test samples; Reluctant Reading Book List; Independent Reading Contract; a group project; Literature Circles; a newspaper character activity; a Plot Line Poster; Reader's Theater; a multiple intelligence activity; graphic organizers; a science activity; a DRAW Activity; and a story map.) (Author/PM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 465 188

MOTIVATING THE RELUCTANT READER

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

B. Buzard, D. Jarosz, K. Lato, L. Zimmerman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- • Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Barbara Buzard
Diane Jarosz
Kelly Lato
Lori Zimmermann

An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & Skylight Professional Development

Field-Based Masters Program

Chicago, Illinois

May, 2001

BEST COPY AVAILABLE

CS 511 212

ABSTRACT

This report describes a program for increasing student reading motivation through the use of cooperative learning activities, differentiating reading instruction, and active reading strategies. The students of the targeted second, fourth, sixth and eighth grade classes exhibited a reluctance to read that interfered with academic growth. The evidence for the existence of the problem include anecdotal records that document students not reading the required curriculum books, student journal entries that describe their dislike for reading, low participation in reading incentive programs, and surveys.

Probable causes for the lack of student motivation in reading were identified through a review of the literature and an analysis of the setting. At the four targeted sites a variety of factors were found. Materials were often picked for students with little thought for relevance to their lives and interests. Students were not familiar with the variety of genres and authors. Students didn't have the skills required to read rich and engaging books. Books competed with video games, television, and other electronic devices. Students were motivated extrinsically rather than intrinsically.

The solution strategies included cooperative learning activities, differentiating reading instruction, and active reading strategies. The strengths and weaknesses of the students' reading abilities were identified. Through the planned lessons these strengths and weaknesses were improved. Reading reluctance decreased.

Post intervention data indicated an overall improvement in reading skills and motivation when lessons incorporated cooperative learning activities, differentiating reading instruction, and active reading strategies.

SIGNATURE PAGE

This project was approved by

Budget a Weshoas

Advisor

Advisor

Beverly Gulley

Dean, School of Education

TABLE OF CONTENTS

Abstract i

CHAPTER 1 - PROBLEM STATEMENT AND CONTENTS....1

General Statement of the Problem....1

Immediate Problem Context....1

The Surrounding Community....3

National Context of the Problem....12

CHAPTER 2 - PROBLEM DOCUMENTATION....15

Problem Evidence....15

Probable Causes....21

CHAPTER 3 - THE SOLUTION STRATEGY....26

Literature Review....26

Project Objectives and Processes....34

Project Action Plan....35

Methods of Assessment....43

CHAPTER 4 - PROJECT RESULTS....45

Historical Description of the Intervention....45

Presentation and Analysis of Results....57

Conclusions and Recommendations....66

REFERENCES....72

APPENDICES....75

Appendix A

Letter to colleague....76

Appendix B

Reading Survey for Parents....77

Appendix C

Reading Survey for Students....79

Appendix D

Comprehension Test....81

IRI Recording Form....90

Appendix E

Fluency Reading Test Sample for Sixth and Eighth Grade....91

Fluency Reading Test Sample for Fourth Grade....92

Fluency Reading Test Sample for Second Grade....93

Appendix F

Reluctant Reading Book List....94

Appendix G

Independent Reading Contract....99

Appendix H

Group Project....101

Appendix I

Literature Circles....106

Appendix J

Newspaper Character Activity....108

Appendix K

Plot Line Poster....109

Appendix L

Reader's Theater....110

Appendix M

Multiple Intelligence Activity....113

Appendix N

PMI Graphic organizer.....116

Appendix O

Science Activity.....117

Appendix P

Fluff and Glitter Graphic Organizer.....119

Appendix Q

DRAW Activity.....120

Appendix R

Story Map.....123

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

Problem Statement

The students of the targeted second, fourth, sixth, and eighth grade classes exhibit a reluctance in reading that interferes with academic growth. Evidence for the existence of the problem include anecdotal records that document students not reading the required curriculum books, student journal entries that describe their dislike for reading, low participation in reading incentive programs, and surveys.

Site A

The middle school Site A has an enrollment of 910 students. The racial composition of the school is 77.6% White, 12.4% Asian/Pacific Islander, 6.4 % Hispanic, 3.3% African American, and 0.2% Native American. The average yearly attendance is 94.9% based of 185 school days with a student mobility rate of 5.0%. There is a 0.1% chronic truancy reported. The average class size is 22.9. The school population is comprised of 10.6% low-income families and includes 2.1% families with limited English proficiency (School Report Card, 1999).

The school faculty consists of eight teaching teams with four core teachers on each team. Six of the teams include a special education teacher and two teams share an English as a second language teacher. There are five foreign language

teachers, five physical education teachers, a drama teacher, four music teachers, an art teacher, a speech pathologist, a school psychologist, a librarian, a technology director, a police officer, three social workers, three secretaries, a health coordinator, six cooks, nine custodians, and six classroom aides. There are two assistant principals and a principal. The school houses a North Shore Special Education self-contained classroom equipped with a full time special education teacher and several classroom aides.

The oldest part of the building was built in 1952. Additions in 1959 and 1965 have tripled its size. Over the past five years the building has been completely modernized on the inside with construction both during the summer and the school year. The goal has been a completely modern middle school that will compare favorably with a second district middle school that has a groundbreaking date of June 2001. Among the most noticeable changes are the conversion of the industrial arts section to a "Communicore" with computers and television production studio, lavishly equipped science labs, a large group meeting place that can easily accommodate a team of over one hundred students, and as of fall 2001 a cafeteria that will resemble a shopping mall food court. Because of the district's concern with safety, the school's entrance has been relocated and reconstructed. Visitors no longer enter the front of the building but rather the side door which forces the visitor to enter through the office. There are no other unlocked doors of the school. Staff members are required to wear identification cards and students will do likewise beginning with the 2001-2002 school year.

The educational programs available in the building include English as a second language, special education, gifted, speech, reading support, drug awareness, interscholastic sports, intramural sports, Snowflake, an annual book fair,

and service clubs.

The classroom is a language arts room located by two of the other three classrooms that make up the interdisciplinary team. It houses thirty desks, two computers, a work area with a large table, several bulletin boards and a new large white board. There is a large storage closet and one wall of storage shelves. There is a telephone complete with voice mail and an intercom that connects to the main office. The room is equipped with a television, overhead projector, and a projection screen. The room is fully carpeted and has central air conditioning. Students receive 250 minutes of language arts instructional time per week.

The District

The school district has three kindergarten through third grade primary schools and three fourth through sixth grade intermediate schools each with approximately 500 students. Grades seven and eight take place in the district's only middle school. There is an elected seven member school board, a superintendent of schools, an assistant superintendent for curriculum instruction, and directors in departments of human resources, finance, building and grounds, food services, student services, and transportation. Teachers have an average of 12.4 years of teaching experience. The percentage of teachers that have earned a Master's degree is 76.1% . The average teacher's salary is $50,478. The average administrator's salary is $91,957 (School Report Card, 1999).

The Surrounding Community

The surrounding community is a village with a population of 37,537. Recently the village's naval air station closed, resulting in huge residential and commercial construction. Thousands of new residents will add hundreds of new students to the community. The downtown area has been recently rebuilt and

aesthetically improved. The train station was also rebuilt. The community houses five townships and eleven school districts. There is historical property on the west side of the community. This site is incorporated into the school's curricula. On the east side of the community is the area's last working farm which has recently been purchased by the park district and may someday also host groups of school children. The median household income is $114,000. The occupations of 45.2% are professional or managerial positions and 46.2% of the people over 18 years old have earned a Bachelor's or Master's degree (School Report Card, 1999).

Site B

The elementary school Site B has an enrollment of 240 students. The racial composition is as follows: 52.1% White, 44.2% Hispanic, 2.5 Asian/Pacific Islander, and 1.3% African American. The attendance, mobility, and chronic truancy were based on 180 school days. The findings are as follows: attendance 95.5%, mobility 10.6%, and chronic truancy 0.0%. The average class size is 18 students. The school population included 9.06% low income families, and 60.7% limited English proficient (School Report Card, 2000).

There are many staff and support staff members at school Site A. The school faculty has 11 teachers serving grades kindergarten through fifth, a self-contained learning disabled and emotionally disabled teacher for grades first and second with two full-time aides, a self contained LD/ED teacher for grades third and fourth with a full-time aide. There are two part-time LD/ED resource/remedial teachers, two part-time Transitional Program of Instruction (TPI) teachers, a full-time school social worker, a part-time speech and language pathologist, part-time physical education, music and art teachers, a part-time nurse, a part-time librarian, and one full-time computer aide. There is a full-time principal, a full-time secretary, a part-time

secretary, two custodians, and three hot lunch personnel. The average teaching experience is 12.5 years, while the average teacher with a Master's degree or above is 59.3% (School Report Card, 2000).

The one-story building was constructed in 1951, and was updated recently with security keypads. The U-shaped building has 17 classrooms with Internet capabilities, a large library with 25 Internet-ready computers, a gymnasium/lunchroom, and three extra offices for the school nurse, school social worker, and a testing area. All classrooms at Site B have new windows, counters with cabinets, and air conditioning installed when the school was soundproofed in 1998.

Additional educational needs are met with Title I reading and math, a speech and language pathologist, TPI services, social services, day care services, student council, enrichment programs. There are also "Afters"- an after school program, Jr. Achievement Counselors, Accelerated Reader Program (AR) along with two whole-school reading incentives, Drug Awareness Resistance Education (DARE), annual visits from Officer Friendly, and fire safety visits from the fire station.

The classroom has eight large viewing windows that run along a modern counter with many cabinets. There is a closet for the students' apparel that closes to hide their personal belongings from view. The room has three computers and one extra traveling computer. One computer is equipped with a colored printer. The classroom has four dry erase boards which keep the room looking bright and clean. The room houses 25 desks comfortably along with one large table and bookshelf. Plants added to the classroom make the atmosphere look very pleasant.

The academic weekly minutes for Site B are as follows: math comprises five hours, science receives three-and-a-half hours, reading totals five hours, English

receives two hours and spelling has one-and-a-half hours. Art, music, and computers receive one hour each, and physical education receives one-and-a-half hours.

District

There are four schools within the district. Three are at the elementary level and one is a junior high school. The total population of the schools is 1,310 students. The elementary schools have 240, 273, and 347 students enrolled. The junior high has 450 pupils. The student population is 52.7% White, 39.9% Hispanic, 2.5% Asian/Pacific Islander, and 0.6% African American. There are 59.3% of teachers with a Master's degree and above, while the average district's teaching experience is 12.5 years. The average district's teacher salary is $50,612, and the district's average administrative salary is $81,788 (School Report Card, 2000).

A school district referendum was passed in 1998, which gave the district extra funds to enhance the district and kept all the programs intact. The referendum passed on the second attempt. Although the high school is not in the district, it is large enough to house the growing number of students who will attend it.

Community

The community surrounding Site B is a village with the population of 17,700. Site B was built central to the residential area it serves. It helps to make commuting to school easy. The median house value in the year 2000 was $147,000, and the median income was $59,028 (School Report Card, 2000).

The suburb is centrally located between a major airport and metropolitan city. It is a busy industrial community with many freight and commuter trains serving local manufacturers. Over 100,000 people are employed in this community. Hundreds of companies including a large manufacturing company help to make community Site B

ranked as the fourth largest industrial suburb in the state.

The area has two park districts and two public pools with water slides, as well as an ice arena for entertainment. There are many things to see and do within this suburb. Restaurants, local retail shops, home supply stores, and an animal hospital are many features that add appeal to this community.

Site C

The elementary school Site C has an enrollment of 391 students. The racial composition of the school is 79.0% White, 2.8% African American, 14.1% Hispanic, and 4.1% Asian/Pacific Islander. The average yearly attendance is 95.6% based of 180 school days with a student mobility rate of 36.6%. There is a 0.6% chronic truancy reported. The average class size is 25.0. The school population is comprised of 15.6% low-income families and includes 7.4% families with limited English proficiency (School Report Card, 2000).

There are many staff and support personnel at school Site C. The school staff consists of 14 classroom teachers, 2 resource teachers, 2 special education teachers, and 1 art/library teacher. There is also one principal and an assistant principal. The support personnel consists of one part-time nurse, a speech pathologist, an occupational therapist, a psychologist, a counselor, three custodians, an engineer, and two full-time aides.

The two-story Site C building was built in 1926. This structure houses 17 classrooms, a library, a computer lab, an art room, and a resource room shared by two teachers. A closed circuit T.V. camera and voice communications reveal any visitors to the main office. The main office also holds the principal's office. The first floor consists of primary classrooms, the lunchroom, the gymnasium, and

the library. The second floor consists of intermediate and upper grade classrooms, as well as the counselor's office, computer lab and the art room.

Participation in the Lighthouse Program supports students' additional needs in math and reading, as well as implementation of peer tutoring, peer helpers, and peer leader programs. Additional educational needs are met with instructional band, after school choir, a homework connection club, multicultural day activities, a young authors' program, an annual track-a-thon, and the garden initiative program.

The classroom is located on the first floor of the Site C building. The windows face south and receive the afternoon sun. Outside the window is a beautiful butterfly garden. The classroom has three computers and student mailboxes. There is one large chalkboard. There are three large cork boards and one small cork board which are used for displays. There are two carpeted areas, one for group work and another used in the reading corner. There is also a "listening" corner and a game center with educational games.

The District

The school district is supported by the city's local property taxes. The equalized assessed evaluation per pupil is $90,863, total school tax rate per $100 is $4.35, instructional expenditure per pupil is $5,06, and operating expenditure per pupil is $7,827.

The district employs a total of 23,723 certified teachers. The average length of teaching experience is 14.6 years. Teachers with a Master's degree or above make up 45.7% of the district teaching staff. The percentage of female teachers for the district is 76.9%, with the percentage of male teachers being 23.1%. The pupil-teacher ratio is 22.6:1 and the pupil-

administrator ratio is 329.5:1. The average teacher's salary is $50,411 and the average administrator's salary is $87,703. The racial/ethnic background of students in the district is 29.5% White, 52.3% African American, 14.1% Hispanic, 4.1% Asian/Pacific Islander, and 0.0% Native American. The racial/ethnic background of teachers in the district is 45.4% White, 40.6% African American, 11.3% Hispanic, 2.3% Asian/Pacific Islander, and 0.3% Native American. The average class size in kindergarten through the eighth grade for the district is 23.7-25.6 students per class (School Report Card, 2000).

The Surrounding Community

Site C's community is located on the far northwest side of a major metropolitan city. It was incorporated in 1980. This community's residential growth continues to increase with many young families and professionals who seek suburban living in a city setting close to public transportation. This community has a main street that is the focus of its business community. It houses as many as 75 businesses within an eight-block area (Community Guide, 2000-2001).

The community provides a variety of services such as a Chamber of Commerce, which was established in 1984. The community provides other services such as four area parks that provide all ages with a variety of activities. Within the community other services are available, such as two childcare facilities, 17 churches of various denominations, 11 healthcare facilities and 2 retirement/nursing facilities. The community also contains

a regional gifted center, as well as two Catholic elementary schools and one Catholic high school. Located within the community is one branch library. Also, many businesses and area residents annually join together to hold several community festivals (Community Guide, 2000-2001).

Site C's community consists of approximately 367 single family homes and 104 multiple unit housing. The average sale price of a single family home is $165,351 and a high sale price is approximately $450,000. The total population of the community to date is approximately 1,183 (Realtor Demographics, 2001).

Site D

The middle school Site D has an enrollment of 360 students. The racial composition of the school is 77.4% White, 19.8 % Hispanic, 2.3 % Asian, and 0.5 % African American. The average yearly attendance based on 180 school days is 95.6% with the student mobility rate at 6.1%. The average class size is 23 students. The school population includes 7.5% low income families. There is one student chronically truant.

The school faculty consists of 18 classroom teachers, 3 resource/self-contained special education teachers, 2 physical education teachers, an art teacher, music teacher, band teacher, technology teacher, and a life management teacher. There are 2 full-time principals and a director of student affairs. Support personnel include a nurse, librarian, secretary, speech pathologist, 3 custodians, and 4 special education aides. The percentage of teachers having earned a Master's degree or above is 55.6%. The average years of experience for teachers is 14.3 years (School Report Card, 2000).

The school building was built in 1967 and opened in 1968. This single story structure contains 24 classrooms, a gymnasium, a multi-purpose room, and a complete library with a computer lab containing thirty Internet ready computers. Three teachers travel from room to room due to lack of space. Security cameras monitor the hallways and teachers must enter the building with security cards. All visitors must ring a doorbell located near the office to be admitted to the building.

Educational programs in the building include a remedial reading class at each grade level, speech and language therapy, an advisory program utilizing a life skills program in conjunction with Character Counts, an annual book fair, a variety of extracurricular athletics, Crafts Club, Chess Club, Computer Club, Builder's Club, participation in an operetta, Math Counts, choir, band, and a high-tech lab.

The classroom is a science lab containing lab tables grouped to seat four students each on stools around a bank of sinks in the middle of the room. A demonstration table and teacher desk are permanently attached at the head of the room. The room also has an exhaust fan. There are no windows but the room is air-conditioned. The Internet-ready computer also connects to the television mounted to the ceiling. There are 3 large chalk boards and an overhead projector to assist instruction. Due to the room's dark, there are several lamps placed throughout. NASA posters, motivational statements, and student work decorate the walls. Sixteen hours and forty minutes a week are devoted to teaching sixth grade science.

District

This school district currently has an enrollment of 1,113 students. This population is comprised of 753 elementary students and 360 junior high students.

Students who come from low income families comprise 8.7% of the population and are eligible to receive free or reduced-price lunches. The student population is 71% White, 24% Hispanic, 3.6%Asian/Pacific Islander, 1.3% African American, and 0.1% Native American. The average teacher's salary is $42,695. The average administrator's salary is $95,941 (School Report Card, 2000).

Community

The community surrounding Site D is a northwest suburb located approximately twenty-five miles west of a major city, five miles from an international airport. Founded in 1928, currently the town has 12,425 residents within its twenty-five square mile radius. The median household income is $55,731; however there are 1,518 households earning less than $30,000/year. 1969 was the median year that homes were built with an average value of $169,381. The percentage of the population with a college education is 16% (School Report Card, 2000).

National Context of the Problem

The problem of students exhibiting reluctance in the area of reading interfering with academic growth is a concern found to be consistent throughout classrooms nationally. The phrase "reluctance" in the area of reading is defined as students who display little interest in reading (Klesius, 1998). There are two types of reluctant readers. The first type of reluctant reader is the student who has the appropriate reading ability but dislikes the task of reading and therefore avoids it. The second type actually avoids reading because the skills are too difficult for the student's ability level. While the issues for the two types differ, the end result is the same (Pages, 2000). Students who have consistently failed at reading have a damaged self-concept that negatively impacts their interest in reading (Worthy, 1996). Due to students' self-fulfilling prophecies there is a history of failure and frustration exhibited

during reading (Worthy, 1996). The problem is increased by the fact that many students have not practiced reading and avoid it because it is "taxing, slow, and frustrating" (Ackerman & Dyckman, 1996; Cunningham & Staovich,1997).

"Children who are reluctant readers frequently do not have the inner sense of satisfaction that motivates further reading, but these children must read in order to improve as readers." This is a dilemma faced by teachers (Klesius & Laframboise, 1998). The teacher's difficult job is then to find a way to motivate that reluctant reader. Many students do not have access to a reading program that consists of effective reading strategies, activities to encourage the enjoyment of books, plenty of opportunities to read, and books that are of an appropriate reading level. Children must read and read over again in order to gain decoding ability, fluency, and comprehension (Stanovich, 1986).

Research indicates that students who experience success in reading believe in their own abilities to continue to improve their reading. These students are able to set productive goals and stay involved enough to complete reading the books in which they are involved (Ruddell & Unrau, 1997). These successful students continue their involvement in reading and the pleasure itself comes intrinsically from actually completing a book or improving their skills rather than the extrinsic reward of a promise of a pizza party or monetary reward (Schurk & Zimmerman, 1997). Success and involvement in reading are what the reluctant reader does not experience. Interest in reading for pleasure decreases as children progress through the school system. Their motivation to read just for learning's sake also diminishes (Ruddell & Unrau, 1997). Teachers must help students reverse the cycle of reading failure experienced by poorly motivated students.

In order for a student to want to read a book, he or she needs to be motivated by

several factors. If the student is given a choice and selects a text that is of interest to her, that student may reach beyond her instructional level. The teacher must, of course, be concerned with comprehension, but the reader is encouraged to gather as many ideas from the text as possible regardless of the amount of difficult words (Johns,1996). Students frequently face the challenge of reading a book that simply does not interest them. Since the reluctant reader lacks the interest in improving her skills and does not seek challenges, the assigned book will not engage the reader and the task will not be completed (Guthrie, 2000). Because middle school students display such a wide and specific range of interests and ability levels, current programs are not meeting student needs (Ivey, 1999). When students are not given choices in reading selections they are not invested in reading the book, which makes the task not authentic. The student feels that there is little carryover to real life experiences (Ulanoff, 2000). Many adolescents do not see the benefits from reading due to the lack of previous pleasurable experiences with text. Students who have not been offered a learning environment that provides a positive attitude towards books exhibit reluctance towards reading (Williams, 1999). A realistic problem that needs to be addressed is motivating the reluctant reader. This problem exists at national, state, and local levels.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

The students of the targeted second, fourth, sixth, and eighth grade classes exhibited reading reluctance that interfered with their academic growth. Evidence for the existence of the reading reluctance was shown through several methods of data collection including an IPASS (a practice assessment to help prepare students for the standardized Illinois reading test) reading comprehension pretest, a one minute reading fluency test, and a parent survey. A student survey was given to 26 second graders, 27 fourth graders, 132 sixth graders, and 110 eighth graders. The student surveys were distributed the first week of September. A copy of the student survey can be found in Appendix C. A parent survey was also administered during the first week of September to the parents of the targeted group. A copy of the parent survey can be found in Appendix B. Also during the first week of September a teacher questionnaire was given to the targeted groups' previous teachers. This questionnaire can be found in Appendix A.

Figure 1
IPASS Baseline For Site A

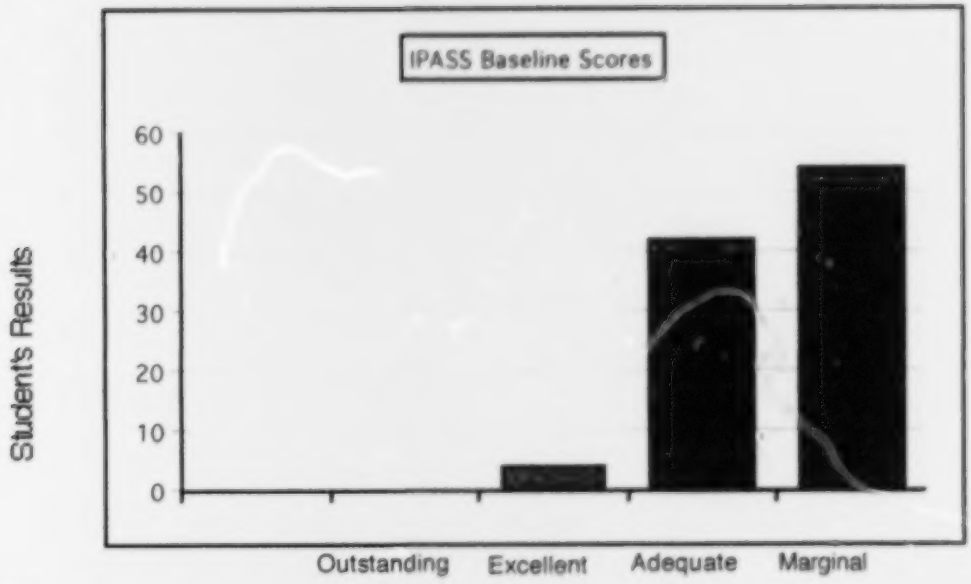


Figure 2
IPASS Baseline For Site B

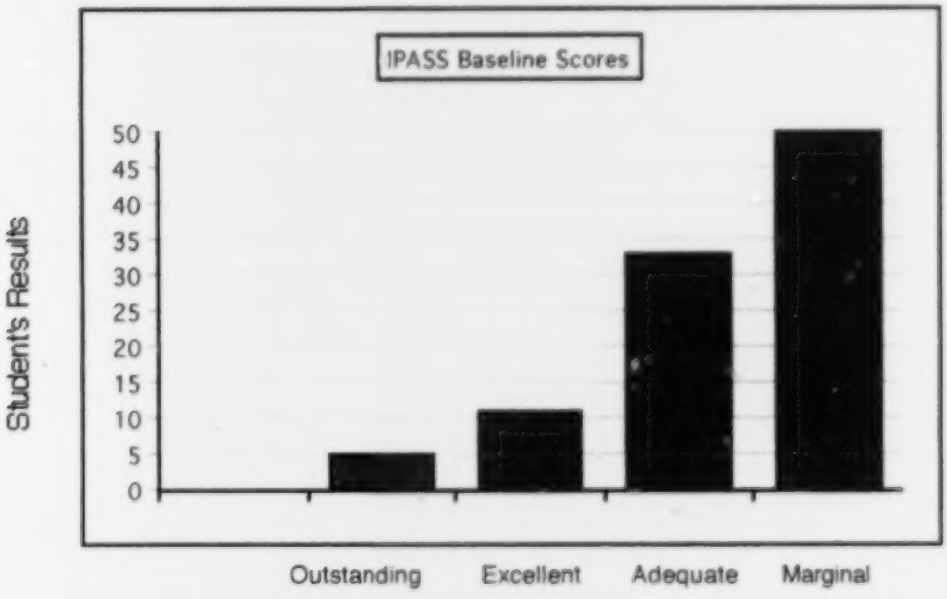


Figure 3
IRI Baseline For Site C

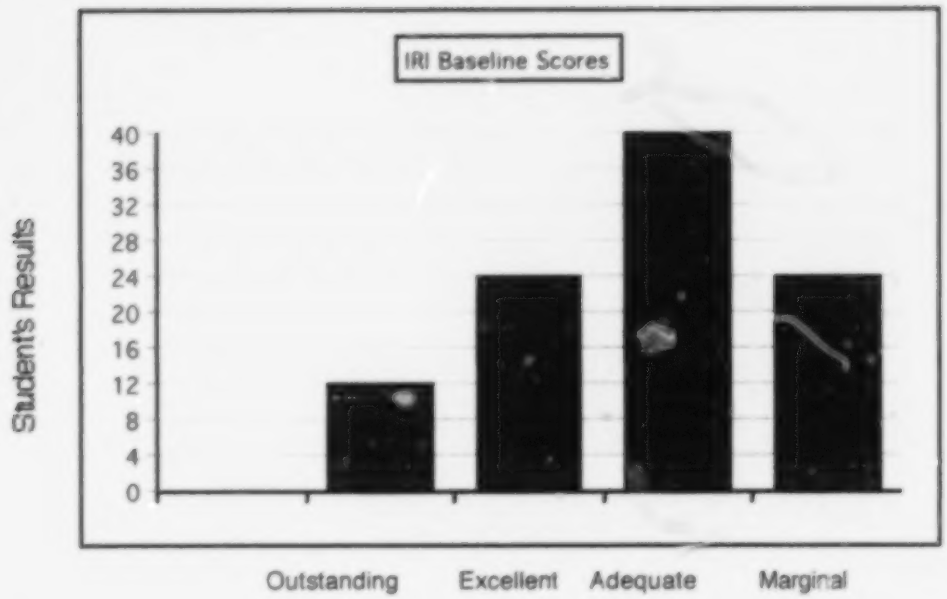
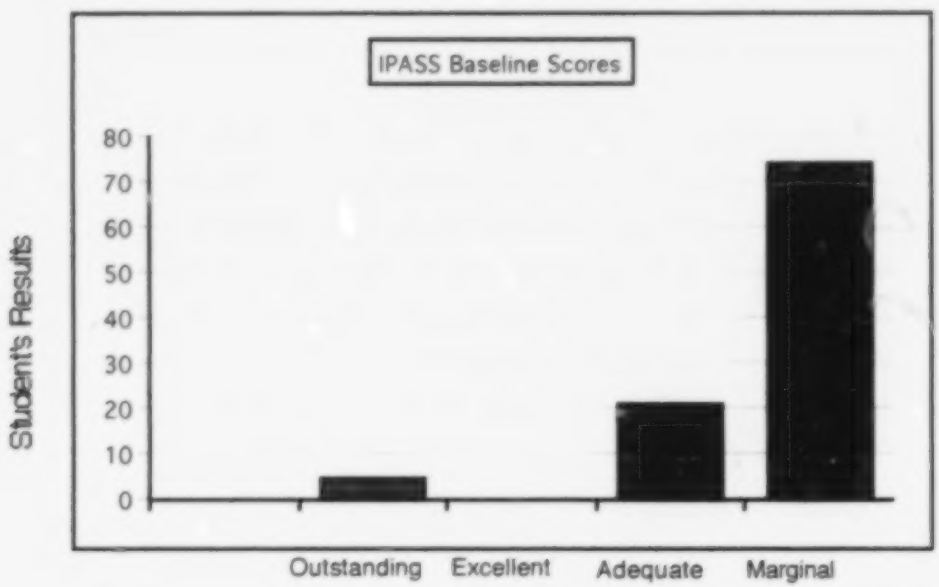


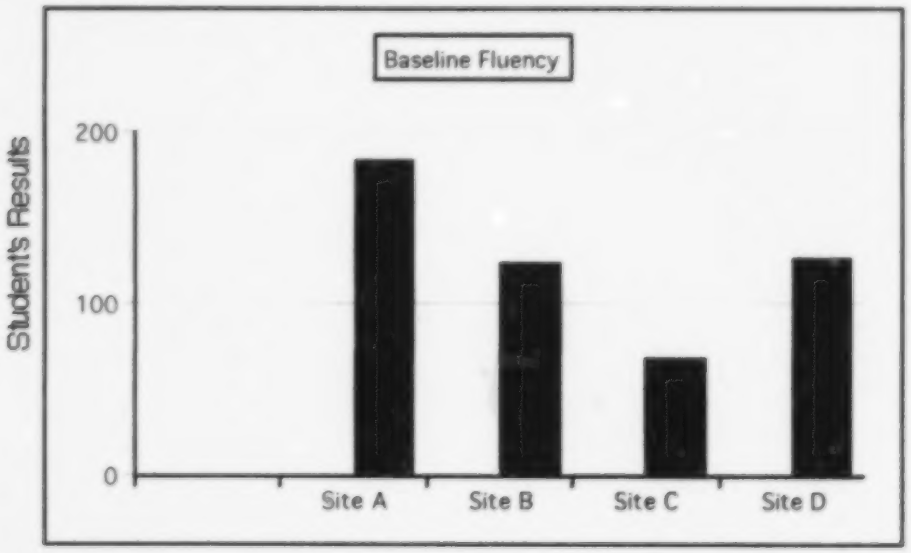
Figure 4
IPASS Baseline For Site D



IPASS Plan/Comprehension Test

Students were given a test to check comprehension. Those students scoring 90% or higher were considered outstanding. Scores between 80%-89% were recognized as excellent. Average scores were between 70%-79%. Students who scored below 69% were charted as marginally successful. Site A's students performed at the following levels: none were outstanding, 4% of the scores were excellent, 42% were average, and 54% were marginal. Site B's scores were as follows: 5% were outstanding, 11% received an excellent rating, 33% were average, and 50% of those scored were marginal. Site C's scores showed the following: 24% were outstanding, 40% were excellent, 24% were average, and 12% were rated marginal. Site D's results were the following: 5% rated outstanding, none were excellent, 21% were average, and 74% were marginal. As suggested by the data, a very small percentage is in the excellent and outstanding categories.

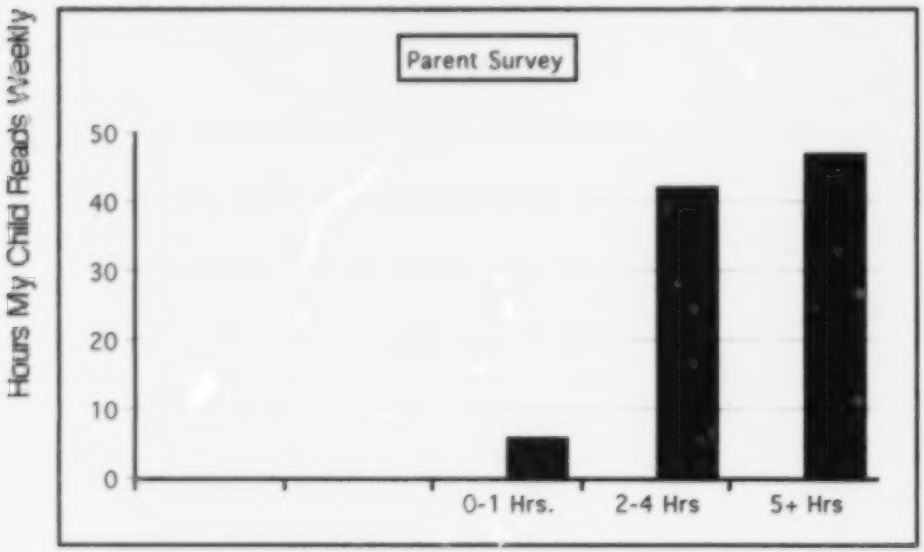
Figure 5
Baseline Fluency Test



One-Minute Fluency Check

Students were given a passage to read out loud from their grade-level text. They were timed for one-minute and a total amount of words was counted. When completing this task, the classes averaged the following amounts of words per minute: Site A averaged 184, Site B averaged 123, Site C averaged 68, and Site D averaged 126. The goal for all readers is to become proficient enough to read 250-350 words per minute by the time one has reached adulthood. The less fluent a child is in reading, the more reluctant they are to read.

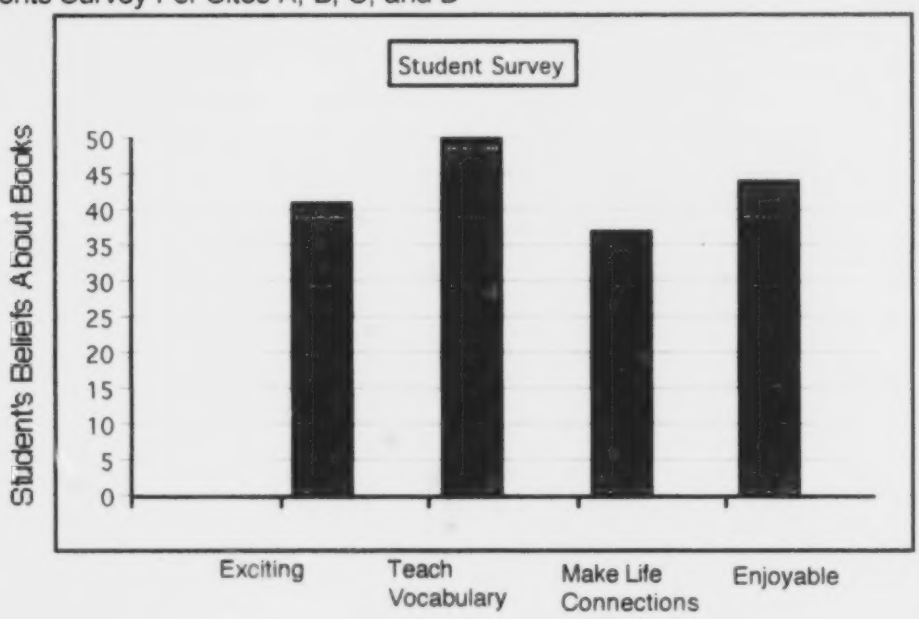
Figure 6
Parent Survey For Sites A, B, C, and



Parent Surveys

The parents of the targeted second, fourth, sixth, and eighth grade classes were surveyed about their children's reading habits and motivation. The surveys indicated that only 10% of the children read purely for enjoyment showing a reluctance in reading. The parents were also asked to tell how much their children read weekly. They responded that 6% read no time to one hour a week, 42% read two to four hours a week, and 47% read five or more hours a week.

Figure 7
Students Survey For Sites A, B, C, and D



Student Surveys

Students at the targeted schools were asked about their reading habits. 44% responded that they do like to read. 37% said that books help them understand things about life. 50% felt that books helped them learn new words. 41% agreed that books are exciting and interesting. Less than 50% of the students show a motivation in reading.

Probable Causes

The problem of students displaying a reluctance to read is not a new concern to teachers and parents. The cause of the problems for the targeted second, fourth, sixth, and eighth grade students can be attributed to many factors. Materials are often picked for students with little thought for relevance to their lives and interests. Students are not familiar with the variety of genres and authors. Students may not have the skills required to read rich and engaging books. Books compete with video games, television, and other electronic devices. Students are motivated extrinsically rather than intrinsically. Regimented schedules may interfere with needed reading time. These factors individually or collectively impact reluctant readers.

Teachers often pick books outside the students' skill and interest levels. Teachers have limited opportunities to learn about the students' personal knowledge and interests and to help them build realistic and positive goals regarding effort and learning. As a result when students find themselves over-challenged or under-challenged, or reading books mismatched to their reading interests, they either fail or become bored. Students become unmotivated both from reading text that is too easy or text that is too difficult (Gutherie, 2000).

The literature suggests that overall success in school depends on the ability to read and comprehend material. Therefore, students must be motivated to read in order to succeed. Youngsters not experiencing classroom success lack experiences in which language is meaningful (Collin, 1996). Many studies indicate that by the middle grades, students have lost interest in reading (Ley, Schaer, & Dismukes, 1994). Students' reading levels can be linked to three factors: interest in subject, motivation to read the assignment, and self-direction to follow-through on completion of task (Johns, 1996). Without those three key components, it is difficult to become

a successful reader.

If a person is not successful at something, what is the motivation to continue that activity? Literacy teachers at the middle school and high school levels have students that are disaffected and resentful because of a history of failure in reading. These students tend to act out when placed in classes seen as only for "dummies" (Agnew, 2000). When students are constantly set up for failure, whether it be due to a lack of materials at an appropriate level, a lack of interesting materials, or a lack of meaningful instruction, they lose all motivation and fall into the reluctant reader category.

Struggling readers who lack motivation and have comprehension problems are less likely to find enjoyment in reading (The Reading Teacher, 2000). Students need to be motivated to read in addition to being given slotted times to read for enjoyment, according to Lee-Daniels and Murray (2000). Slow reading rates are a national concern and are a prime reason why students do not progress well in reading (Rasinski, 2000). Students who spend twice as much time reading text do not comprehend well because they spend too much time trying to decode words. Reading fluency is a key issue in becoming a good reader (Rasinski, 2000). One reason that students are reluctant to read is because they read from a limited selection of authors and genres or don't know of any good books or writers. The problem may exist because teachers do not help students find access to the books by their few favorite authors or access to lists that may help them build off of the popular themes to which students can connect (Cammack, 2001). The lack of motivation to read is directly tied into a poor self-concept about reading, according to Harrison (1994). It is the teacher's job to motivate and focus more on why to read instead of how to read (Trelease, 1985). Teaching the struggling and reluctant reader are

concerns many teachers face today. A present flaw with current reading instruction for struggling students is that more focus is placed on isolated drills than actually reading, according to Primeaux (2000). Proficient readers spend more time reading and sharing ideas than struggling readers (Rasinski & Padak, 2000, p. 24).

Modern technology can provide graphic and realistic action in television, video games, and movies. Students are not used to using their imagination in any of these situations. Students frequently give up on books if they are called upon to create their own details and images (Wignell, 2001).

Because so much school reading is extrinsically motivated either through grades or checking off pages, students see reading as a stepping stone rather than a meaningful activity in and of itself. Often they choose books that are easy to read or explore topics or themes in which they are already familiar in order to reach a grade-centered goal (Guntherie, 2000).

Students struggle for many reasons. Limited experience is one. Young readers need to be engaged in sustained periods of reading. Without that piece, experience with print is difficult to obtain (Allington, 1994). In addition to limited reading, students taking turns reading in front of the whole class, round robin reading, has proven to be problematic according to literature (Hoffman & Segel, 1982). Since middle school students are generally social people and want the opportunity to share experiences with text with their teacher and fellow classmates, opportunities must be found to give experience without embarrassment (Ivey, 1999). Given the current concerns about literacy and meeting the diverse needs of students, it is important for teachers to enhance the reading curriculum to meet the ever-changing children's reading needs (Ulanoff, 2000). It is important for the children to have a positive outlook when concerned with reading. Once they get the idea that they are a poor

reader, reluctance to read takes over. As was stated earlier in the literature review, the more a child reads, the more proficient a reader she becomes.

The problems that cause students to have a reluctance with reading at Site A vary as much as the diverse population in that area. Most students in the community have two working parents. The children make their own choices for entertainment after-school as their households lack adult supervision. Most of the families are affluent enough to provide their children with the best of modern technology. Video games, video tapes, America Online, television shows, and computer games become not only entertainment but companions to young teens. Another part of the area's population is composed of non-English speaking families. The parents in these families cannot provide the mentoring in reading that their children need. Another part of the population experiences the problem of over-scheduling. Many children in this community have music lessons, are involved with sports teams, have part-time jobs, and other commitments. There is simply limited time in their schedules for reading.

The main reason why Site B has reluctance with reading is because English is a second language in this area. Many parents do not speak English or have very limited English speaking abilities. This factor has a direct effect on the students, because there is little to no help at home with schoolwork or encouragement to read in English. Many parents are laborers and did not go far in the educational system. This accounts for lack of motivation or support for educational incentives. Several students also live with only one parent and reading is not a priority in their busy day. Problems pronouncing vocabulary words and understanding their meanings create huge barriers when trying to read. Many of the students come from low-income families and a rich, well traveled background is missing, so students are not skilled at inferencing. Several students spend extended time in another country and the

transition back to English is not an easy one. Reading is challenge for students in Site B.

One of the problems that Site C faces is continuity among grade levels, especially at the primary levels. There is no consistency in reading instruction within the building. Although though the school has made a commitment to a combination of basal and whole language instruction, the children are still experiencing difficulty in reading. In addition to school issues there are several outside factors affecting student motivation. Students are involved with so many extra-curricular activities that they do not have the time to read for enjoyment.

The problems that cause students to develop into reluctant readers at Site D are many. In this blue collar community, reading is not valued at home as much as the school's teachers would hope. Students come from families in which parents may be working more than one job, or are raising their children by a single parent. These parents simply do not have the time available to read because they are doing everything possible to make ends meet. Students are expected to baby-sit after school for younger siblings in addition to attempting to complete homework. Recreational reading is not at the top of their list of priorities. Since time is so precious, few may be encouraged to go to the library. Money may not be available for books. Also, many students do not speak English at home. These non-English speaking parents may have difficulty finding reading materials. Many of the parents do not have any education past the high school level. If the parents do not value reading, why then should the students?

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Good reading skills and habits are essential for today's students. In a world of computer communication, young people need the ability to read, write, and process content quickly, accurately, and efficiently. What then happens to the child who displays a reluctance in reading? Lack of reading practice, discipline, ability, and effort leave that child behind the other children. The child left behind is not prepared to cope with the reading needs of the modern technologically-rich world. Teachers need to strategize ways to reach the child who finds little joy in reading. The research addresses the dilemma of how to reach the reluctant reader and indicates that there are effective ways to intervene.

Students need to be given many tools to become successful readers. Those that are unsuccessful, unmotivated, or both may not have learned the appropriate strategies needed to decode and/or comprehend text. There are several ways to help motivate students to increase their skills. One strategy is assigning reading that can be connected to real life experiences. Students need to see how what they are told to read applies to their lives. Another strategy is to encourage readers to constantly check for meaning. If the text does not make sense, the reader needs to go back and re-read that portion of the text (Holloway, 1999). Yet another way to motivate the reluctant reader is to provide stimulating book talks that relate the text to what the child

already knows. Keeping the talk brief, humorous, and providing selections interesting enough to get the student into the library is a start (Bromann, 1999). A classroom-based motivation program is another strategy to encourage the students to read. A program can foster success when literature opportunities are increased at school, home, and in the community. By being encouraged to read a desired number of books or pages, reading is being valued. Teachers also need to explicitly illustrate the value that reading has in their own lives by sharing their own reading experiences. By describing an interesting character, phrase, or exciting paragraph, teachers can emphasize how reading enriches their lives. This is a valuable strategy that needs to be utilized to motivate the reluctant reader (Gambrell, 1996).

Teachers can still reach reading goals and allow students to read literature with controlled yet lower vocabulary than previously recommended. Books written with a second grade readability level yet higher interest level frequently engage reluctant readers because the task of reading the book is less taxing (Martinez, 2001). The lower reading level allows the book to be readable for a ten year old and the interesting content will hook the child and make reading an experience that brings back pleasure to the reader (Labbo,1999).

Matching students with books according to their abilities and interests is another way to motivate reluctant readers. A key issue in becoming a competent reader is the amount of time one gives to reading. If a student is matched with the proper reading level he becomes less frustrated and will be able to read productively. A flaw with the current reading instruction for struggling students is to focus more on isolated drills than actually reading (Primeaux, 2000). Proficient readers spend more time reading and sharing ideas than struggling readers (Rasinski & Padak, 2000, p. 24). Another idea by Primeaux (2000) for comprehension is to imagine oneself as a

VCR recording the story as one reads. This works because VCRs can rewind and replay ideas like students can re-read and visualize the story in their heads as they read. Students watch a lot of television and VCRs are widely understood and used. Struggling readers who lack motivation and have comprehension problems are less likely to find reading enjoyment (The Reading Teacher, 2000). Students need to be motivated to read even after they have slotted times to read for enjoyment (Lee-Daniels and Murray, 2000). Slow reading rates are a national concern and are a prime reason why students do not progress well in reading (Rasinski, 2000). Students who spend twice as much time reading text do not comprehend well because they spend too much time trying to decode words. Reading fluency is a key issue in becoming a good reader (Rasinski, 2000). If students are given text at an appropriate level, the job of decoding is not so taxing as to take away from comprehension. Students should be given material that is somewhat challenging, but not to the point that it ruins the meaning for that student.

Reading fluency and self-motivation to read are two key elements to become good readers (Rasinski 2000). Research dating back over 60 years suggests that motivated readers tend to comprehend better and are proficient readers (Rasinski cited by Carver, 1990, Pinnell et al., 1995). Improving word recognition and being sensitive to syntactics result in efficient reading and improving rates in reading (Rasinski, 2000). Other ideas to promote fluency are reading rhyming poetry, re-reading passages by using reader's theatre, and paired reading. By making reading authentic and giving students a purpose to read create fluency and better readers. (Rasinski, 2000). DEAR reading (Drop Everything and Read) and reading in pairs at DEAR time were also ideas Lee-Daniels, and Murray (2000) had to motivate readers. Students struggle for many reasons. Young readers need to be engaged in

sustained periods of reading. Without that piece, experience with print is difficult to obtain (Allington, 1994). In addition to limited reading, round-robin reading, students taking turns reading out-loud within a large group, has also proved to be a problem according to the literature (Hoffman & Segel, 1982). Middle school students are generally social people and want the opportunity to share experiences with text with their teacher and fellow classmates (Ivey, 1999). The literature also tells that a pessimistic attitude towards reading can be caused by feeling helpless and hopeless instead of a dislike for text (Kos, 1991).

Reading reluctance does not include only children struggling with reading skills. Frequently competent readers can be reluctant to read. These are usually readers who are hard to please with reading content. Little seems to interest them and they are not aware of the many genres and topics available to them because their reading world is very small. Since they have had bad reading experiences in the past they assume there is nothing good "out there" to read (Cammack, 2001). The literature also suggests that middle school students have definite opinions on what they like to read. Reading preferences combined with a wide range of abilities create quite a diversity in reading behaviors among this population (Ivey, 1999).

Motivating students to read using multiple intelligences is an excellent way to obtain children's involvement with reading. Teaching students to use illustrations, diagrams, photographs, and charts are visual cues that can be used to teach context clues (Robb, 1999). This is one way of using multiple intelligences versus traditional ways to teach context by only using the written word. Creating word webs and scaffolding words are more visual ways of teaching word meanings (Robb,1999). Acting out the meaning of vocabulary words, stories, or plays are bodily/kinesthetic ways of teaching reading (Lazear, 1999). If children are actually moving around while

learning or demonstrating a concept, they are more likely to remember and store that meaning for further reference.

When students experience difficulties with their reading fluency, educators need to look at the lack of opportunities the students have to practice a selection before they actually read aloud in the classroom. A meaningful way for students to work on their fluency would be a program called reader's theatre. This program offers the teacher the opportunity to use reading materials she has in the classroom and to provide students the opportunity to read aloud in front of an audience. The criterion for the program is that there is no emphasis on the props or costumes, only on the script. The information regarding setting and actions that are taking place are being explained by a narrator. Nothing is memorized, all scripts are read. To express the mood, the students are using voice inflection and facial expressions. Finally, for this program to be successful, the material needs to be practiced every day (Millin & Rinehart, 1999).

Reading and writing are both ways to promote fluency in reading. According to Fuhler, Farris, and Walther (1999), keeping daily journals and writing about humorous experiences help to create lifelong readers. Brainstorming on paper is also an effective method for building students' vocabulary. These authors believe in reading and writing at an early age in order to foster an enjoyment in reading.

When dealing with a reluctant reader, teachers need to draw students out of their reading negativity (Wignel,1999). Theme literature may be what these reluctant readers need. While the theme of "horror" may sound shocking, it is just what some children need to put the pizzaz back in reading and pull them out of their boredom. Horror books are filled with excellent vocabulary, intriguing plots, interesting characters and are specifically written to emotionally involve even the most reluctant

reader. (Martinez, 2001). Children love to predict how the author will end the story and frequently want to find another book written by the same author. Horror books provide excitement and a little different kind of thinking than the traditional themes that some students may have shied away from.

Other themes that seem to interest the reluctant reader vary as much as the students themselves (Martinez, 2001). Students love sharing bits of their reading with their classmates. Teachers need to remember that reading does not just span the traditional classroom themes. Students also like to read "how to" books such as airplane building, cookbooks, and books explaining science experiments. Books that explain how to create something may be very valuable to a child because the child connects the reading experience with life itself. This makes reading a very genuine and authentic experience (Martinez, 2001). That connection with the real life experience is often what the reluctant reader needs in order to see that reading can be worthwhile.

Engaging students with multicultural literature through authentic stories, will produce meaningful discussions with students (Ballentine & Darcy , 2000). Once children generate questions, problems, and solutions they become thoroughly involved in the story and can see themselves within it (Ballentine & Darcy, 2000). This engagement is defined by Enciso (1996) as " . . . a complex interplay of personal, emotional, visual, evaluative experiences and perceptions that are typically felt privately, but may be expressed publicly among a community of readers who share a variety of purposes, interpretations, and interests in reading" (pp 172-173). According to Woodson (1989) the goal of literature is to raise questions that may not have definite answers.

Many reluctant readers do not connect reading to life itself. Lack of reading

takes away their ability to use literature as a way to grow intellectually and emotionally (Hackett, 2001). Hackett describes a reluctant reading student he tutored in a public housing project. Twelve-year-old Kevin did not enjoy reading. He felt time reading was time wasted. Discussions with Kevin proved that he had not yet had any positive reading experience and felt all reading was completely irrelevant to his life. Further discussions with Kevin showed that he saw himself as a public housing survivor. He had experienced life-threatening situations and knew he was "street smart" and that helped him survive. When Kevin was given the book Hatchet, by Gary Paulsen, he could suddenly relate. He felt Paulsen's survival experiences related to his own survival experiences. Often just one book, just one life-connecting experience, is all that is needed to engage the reluctant reader into finding reading satisfying and necessary (Williams, 2000).

The teacher needs to use appropriate books that deal with various problems. To do so the teacher needs to look for similarities between the characters and students (Sridhar & Vaughn, 2000). There are four steps a teacher must take to succeed. First, one needs to prepare with books that are similar to a specific behavior. Second, the teacher needs to familiarize the class and the main character. Third, during or immediately after a student reads, the teacher needs to follow up with his or her reading comprehension. Fourth, after reading the material, the students and teacher discuss the story together (Sridhar & Vaughn, 2000). This model helps students to be aware of options they have when problem solving in their own lives. It can help them give advice to others experiencing problems similar to those in the book. Students understand that they are not alone because of experiencing these problems through the eyes of the story characters.

Reading is probably the most challenging subject for a teacher to teach. Many

students lack motivation due to various circumstances that disrupt their lives. Some students have trouble making friends or just being social due to difficulties with reading. A step-by-step program called bibliotherapy, which works to enhance self-esteem and reading comprehension, can help students to improve their learning.

When using bibliotherapy students are matched with appropriate books that relate to their various problems. There should be some noticeable similarities between the student and the main character. The teacher has the important role of assisting the student to see the similarities. When a student experiences catharsis, he/she has identified with the main character. These experiences can be expressed through discussion or through nonverbal means, such as art. The teacher then works to guide the student into gaining an insight into the problem (Afolayan, 1992; Pardeck, 1995; Pardeck & Markward, 1994).

Given the current concerns regarding literacy and meeting the needs of our diverse student population, it is important for teachers to enhance the reading curriculum to meet the child's ever-changing reading needs (Ulanoff, 2000). It is important for a student to have a positive outlook when concerned with reading. Once a student gets the idea that he or she is a poor reader, reluctance to read takes over. The more a child reads the more proficient reader he or she becomes. The lack of motivation to read is directly tied into a poor self-concept about reading, according to Harrison (1994). It is the teacher's job to motivate and focus more on why to read instead of how to read (Trelease, 1985). Teaching the reluctant reader is a concern many teachers face today. They are not new concerns born of this generation. They are problems that have been in our educational system for a long time, and deserve more attention in our ever-changing world.

Objectives and Process Statements

The following objectives for the reluctant reader were developed according to student needs and current research:

Objective 1

As a result of socializing reading, the sharing and exchange of ideas about text between students, during the period of September 2001 through January 2002, the targeted second, fourth, sixth, and eighth grade levels will increase their motivation to read as measured by teacher questionnaires (Appendix A), parent and student surveys (Appendices B and C).

Processes used to implement this objective will include the following:

1. Implement many cooperative learning activities
2. Formulate and conduct literature circles
3. Journal partnering and group activities

Objective 2

As a result of student involvement in choosing literature materials during the period of September 2001 through January 2002, the targeted second, fourth, sixth, and eighth grade students will increase their motivation to read as measured by student checklists and concluding student interviews.

Processes used to implement this objective will include the following:

1. A wide variety of genres will be offered
2. Utilize lists of books targeted for reluctant readers
3. Provide lists of books with high interest themes
4. Differentiate reading instruction level

5. Implementation of multiple intelligence products

Objective 3

As a result of incorporating various reading strategies, during the period of September 2001 through January 2002, the targeted second, fourth, sixth, and eighth grade students will increase their academic success and be provided with tools to become more skilled readers as measured by IPASS tests and periodic fluency checks.

Processes to implement this objective will include the following:

1. Active reading strategies
2. The KWL strategy (what we know, what we want to know, what we learned)
3. Comprehension strategies
4. Contextual processing strategies
5. Graphic organizing strategies
6. DLTA (Directed Listening -Thinking Activity)
7. DRTA (Directed Reading - Thinking Activity)
8. Paraphrasing
9. Vocabulary development strategies
10. Question answer relationships

Project Objectives and Processes

The following is the action plan to be administered to the targeted group of students. The plan is set up on a week-by-week basis. During the first week, the goal will be to survey students, parents, and teachers regarding students' habits, attitudes, and skills. Also during the first week students will be administered two tests, the IPASS pretest and a one-minute fluency test. While the surveys will help assess student attitudes and habits, the IPASS pretest and one-minute fluency test will help

determine students' skill levels and speed. This intervention will span sixteen weeks beginning in September of 2001 and concluding in January of 2002. After the initial week of surveys and tests, reading interventions and strategies will begin. The program is designed to engage students by implementing and focusing on activities that offer students choice, build students' awareness, introduce reading strategies, use multiple intelligences, provides socialization of reading using cooperative groups, and provide students with positive feedback. The students will also become a part of the program's evaluating process. In addition, students will accomplish a variety of journaling activities and reading reflections, and also practice their reading skills with a weekly reading strategy. The action plan will conclude with the IPASS posttest, a one-minute fluency test, a student conference, and a student survey. The tests will help measure students' reading growth in both skill and speed. The survey will measure any change in attitudes, disciplines, and motivations related to reading.

Week 1

- Teacher survey (Appendix A)
- Parent survey (Appendix B)
- Student survey (Appendix C)
- IPASS and IRI pretests (Appendix D)
- One-minute fluency test (Appendix E)
- Silent sustained reading

Week 2

- Multiple material classroom tour - The teacher will show the students what reading materials are available within the classroom including trade books, nonfiction books, magazines, book lists, computer programs, text books, posters, and reference materials.

- Varied level material introduction - The teacher will show students reading material available at various reading levels.
- Introduce book lists for reluctant readers (Appendix F) - The teacher will have available lists of high interest, low reading level material to interest the struggling reader. Lists of books will also be available in various genres to try to interest all readers.
- Cliffhanger book chat - The teacher will give a book talk to interest students, but will leave the listener wanting more, waiting to find out the solution to the books conflict.
- Start independent reading program (Appendix G) - The students will be required to keep track of the books they read and the amount of time they spend reading on a form appropriate to each site's grade level.
- Students select books for IRP, Independent Reading Program - Using all reading materials made available, as well as the library and the other outside sources, students must select a reading book.
- Set purpose for reading - The teacher will pose a question to the students to give them a purpose for reading a certain text appropriate to each site's grade level and content.
- Cooperative group activity (Appendix H) - Students will read an article about how to work appropriately in a group and then be asked to complete a group task dependent on the reading.
- Social reading time - Students will read a content appropriate piece with a group of classmates.
- Introduce reading strategy 1 - active reading - The active reader gets involved in the story and derives meaning from the story by predicting, questioning,

clarifying, and connecting.

Week 3

- Multiple intelligence book activity
- Literature circles (Appendix I) - Students read the same novel in small groups, then discuss what they have read based on self-developed discussion topics.
- Newspaper front page character report (Appendix J) - Students will write about and illustrate what they have learned about the main character in a novel they are reading using an expository writing style.
- Poster activity (Appendix K) - Students demonstrate knowledge of the story line of the novel they have selected by illustrating it on a poster.
- Reader's theater activity (Appendix L) - Students will perform dramatic readings for the class from a novel that they have practiced.
- Prediction stick on notes - Students will use sticky notes at certain points within a text to predict what will happen later in the book.
- Journaling - Students will journal back and forth with other students.
- Silent sustained reading - The entire class will read silently for a designated period of time.
- Introduce reading strategy 2 - KWL (what we know, what we want to know, what we learned) - Students will use KWL graphic organizer to set a purpose for their own reading, the purpose being to answer self-generated questions about the topic.

Week 4

- Literature circles
- Set purpose for reading
- Journaling

- Silent sustained reading
- Introduce reading strategy 3 - Comprehension Court - Students are called upon to prove statements made about the text forcing them to refer to the text for proof.

Week 5

- Multiple intelligence book activity (Appendix M) - Students will be given a choice of four activities that address the various intelligences to promote reading.
- Book campaign posters - Students will create posters with text and illustrations to advertise a book they have read.
- Draw activity - Students will illustrate a portion of the text to show comprehension.
- Nonfiction character performance - Students will act out a portion of a nonfiction text.
- Music activity - Students will sing, rap, or put to music a portion of the text.
- Silent sustained reading
- Introduce reading strategy 4 - contextual processing

Week 6

- Journaling
- Silent sustained reading
- Introduce reading strategy 5 - defuzzing wheel-Students will describe a character or event on a wheel shaped graphic organizer supporting the details with text.

Week 7

- One-minute fluency check
- Set purpose for reading - PMI graphic organizer (Appendix N) - Students will tell what was "Positive" about what they read, what was a "Minus" about the text, and what was "Interesting" about the reading.

- Cooperative group activity (Appendix O) - Students will have to complete a science experiment in a group. All directions will be in written form requiring the students to read the directions in order to complete the task.
- Small group teacher initiated reading activity -The teacher will read with small groups of the same ability level setting a purpose for reading by asking the students to read to answer a question from a text.
- Silent sustained reading
- Introduce reading strategy 6 - DLTA (Directed Listening-Thinking Activity)

Week 8

- Theme literature - Students are introduced to the various themes of literature, such as fiction, nonfiction, poetry, drama, mystery, science fiction, and fantasy.
- Cooperative group activity
- Social reading activity
- Silent sustained reading
- Introduce reading strategy 7 - DRTA (Directed Reading-Thinking Activity) - This is a step-by-step approach to develop a student's ability to read critically and reflectively. This strategy works in three steps: predicting, reading, and proving.

Week 9

- Cooperative group activity - reader's theater
- Journaling
- Silent sustained reading
- Introduce reading strategy 8 - "Fluff and Glitter" magnetic word organizer (Appendix P) - Students will separate the main idea and important details from the text using a graphic organizer in the shape of a magnet.

Week 10

- Cooperative grouping activity
- DRAW activity (Draw, Read, Attend, and Write) (Appendix Q) - Students are given an article, short story, or chapter to read. A series of questions are prepared by the teacher. A group or individual draws one of the questions. All the students read the material and answer the question they drew. Students need to give their classmates their complete attention as they discuss their answers. When all questions have been answered the students hand in their notes and take a quiz.
- Journaling
- Silent sustained reading
- Introduce reading strategy 9 paraphrasing - Students are assigned passages in which they put the concepts from the reading into their own words.

Week 11

- Newspaper article
- Cooperative group activity
- Silent sustained reading
- Introduce reading strategy 10 QAR (Question Answer Relationships) - Text is chosen on the student's instructional level. Then questions are designed to get students to read to find the answer in the text, to gather an answer from other parts of the text, and be able to use their background knowledge, as well as use their own experiences.

Week 12

- Theme literature
- Social reading activity

- Silent sustained reading
- Introduce reading strategy 11 three-dimensional vocabulary study - This activity is used to encourage students to learn vocabulary through context clues, vocabulary definition and how it applies to their own lives.

Week 13

- Cooperative group activity
- Multiple intelligence project
- Journaling
- Silent sustained reading
- Introduce reading strategy 12 vocab-o-gram - This strategy is an interactive reading strategy used to stimulate predictions, recall of prior knowledge, and set purposes for reading. This strategy also enhances understanding while calling attention to vocabulary.

Week 14

- Draw activity
- Journaling
- Silent sustained reading
- Introduce reading strategy 13 story map (Appendix R) - The teacher uses a story map in order to develop a sense of story in reading comprehension of the narrative.

Week 15

- Student feedback conference - The teacher conferences with the students to get feedback on the activities they have completed during the past 14 weeks.
- Cooperative group activity
- Silent sustained reading

Week 16

- Silent sustained reading
- Student survey
- One-minute fluency test
- IPASS posttest

Methods of Assessment

The methods utilized to measure the effectiveness of the intervention are student surveys, checklists, conferences, the IPASS posttest, and one-minute fluency test. The student survey will be used as an instrument to discover and record student practices and attitudes toward reading. It will be administered the first week and the last week of the project. The first student survey will identify those students who are reluctant to read. The survey given during the last week of the project will reveal whether students have made changes or progress in their motivation towards reading. See Appendix C for a copy of the survey. The checklist will be given to the students at the beginning, middle, and end of the project. On the checklists, students will share their thoughts and feelings about the selected reading materials that are used in class. This will provide feedback to see if the strategies that have been taught in class have had an impact on student motivation. See Appendix N for the checklist. There will be two different types of tests administered during the project. The IPASS, Illinois Practice Assessment for Student Success, pretest and posttest will help measure reading growth in the areas of comprehension and fluency. The fourth-grade test administered contained 14 comprehension questions. The sixth-grade and eighth-grade tests contained 20 questions. On each test there was a short reading passage with two to three questions to follow. See Appendix D for copies of the tests. The one-minute fluency test will be administered three times during the

project. The data for both tests will be used to see how improvement in actual reading skills impacts reading motivation. See Appendix E for copies of the one-minute fluency test. Teachers will review the results as they apply to each of the grade level curricula.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Problem

The purpose of this project was to motivate the reluctant reader. The targeted population consisted of second, fourth, sixth, and eighth grade students. The following objectives for the reluctant reader were developed according to student needs and current research.

Objective 1

As a result of socializing reading, the sharing and exchange of ideas about text among students, during the period of September 2001 through January 2002, the targeted second, fourth, sixth, and eighth grade students will increase their motivation to read as measured by teacher questionnaires (Appendix A), parent and student surveys (Appendices B and C).

Processes used to implement this objective will include the following:

1. Implement many cooperative learning activities
2. Formulate and conduct literature circles
3. Journal partnering and group activities

Objective 2

As a result of student involvement in choosing literature materials during the period of September 2001 through January 2002, the targeted second, fourth, sixth, and eighth grade students will increase their motivation to read as measured by student checklists and concluding student interviews.

Processes used to implement this objective will include the following:

1. A wide variety of genres will be offered
2. Utilize lists of books targeted for reluctant readers
3. Provide lists of books with high interest themes
4. Differentiate reading instruction level
5. Implementation of multiple intelligence products

Objective 3

As a result of incorporating various reading strategies during the period of September 2001 through January 2002, the targeted second, fourth, sixth, and eighth grade students will increase their academic success and be provided with tools to become more skilled readers as measured by IPASS tests and periodic fluency checks.

Processes to implement this objective will include the following:

1. Active reading strategies
2. The KWL strategy (what we know, what we want to know, what we learned)
3. Comprehension strategies
4. Contextual processing strategies
5. Graphic organizing strategies

6. DLTA (Directed Listening -Thinking Activity)
7. DRTA (Directed Reading - Thinking Activity)
8. Paraphrasing
9. Vocabulary development strategies
10. Question answer relationships

The intervention, a sixteen week action plan, began with surveys and pretests. The first few weeks consisted of an introduction to various materials within the classrooms, expectations for the independent reading program, establishing the reading groups, setting a purpose for reading, and an introduction of basic reading strategies. During the following weeks the students participated in multiple intelligence activities, journaling activities, literature circles, and continued learning reading strategies.

The sixteen week action plan included an independent reading program. This program allowed students to match books with their interests, abilities, and personal needs. Students were given a classroom tour to give them a sample of the materials and authors that were available. Book and author lists were shared with students to help familiarize students with genres and authors that may be new to them. A "cliffhanger" book chat was given to students to spur interest and leave the listener wanting to know more about the book. Students kept track of the books they read and the time they spent reading on an independent reading chart. After students selected their books, they were given a daily opportunity to read silently. This silent sustained reading program was carried out for the sixteen week program.

To motivate the reluctant reader, the four sites socialized the reading process during the intervention. When reading with a cooperative group of three to four,

students interacted and discussed text with their peers. Literature circles were used to motivate the students to read in order to participate in a discussion. Students took on roles such as discussion director, summarizer, recorder, and an encourager. Readers' Theater involved acting out portions of the text while it was read. Students were also given a choice of multiple intelligence activities to complete with a partner or a group. The students were motivated by choosing an activity that shows off an intelligence of their choice, such as a written piece, an artistic product, a performance, or a musical activity. Students in the targeted groups also shared journals with classmates, thus demonstrating an interaction with text.

Assessments, surveys, and feedback were three tools used to evaluate and receive information from the targeted group in this action plan that lasted for sixteen weeks. Parent surveys and students surveys demonstrated a need for motivating the reluctant reader. The questions on the surveys were geared to specific areas that needed to be improved by the targeted students. IPASS and fluency tests were also done to assess reading progress and the program's growth. IPASS tests were given at the beginning and end of the sixteen-week action plan. The IPASS tests consisted of short reading passages read by the students, with multiple choice answers that would show an understanding of the texts. Fluency tests were also administered three times during the sixteen-week plan. The tests were given at the child's grade level. Each child had one minute to read the passage. The number of correct words read was then recorded. Students' feedback of certain reading selections was surveyed using the reading plan according to each site's teacher's needs. These surveys conveyed the feelings the students had towards reading and monitored changes in their attitudes towards reading.

The sixteen week plan included several reading strategies selected to enhance

student motivation. The strategies focused on involving the students as well as on their prior knowledge. The plan was constructed with the purpose of supplying the students with strategies to enhance their fluency and comprehension, thus promoting more confident readers. The strategy of active reading involves the students in predicting, questioning, clarifying, and connecting with the story. The KWL (what we know, what we want to know, and what we learned) involves the process of using a graphic organizer to set a purpose for reading. The introduction of comprehension court called upon the students to make inferences that were based on clues from the author. Another strategy that focused on using context clues was contextual processing. This strategy is used to develop word meanings as they are found in the context of the story or selection. Graphic organizers were also incorporated into the reading strategies used to help students organize information from their readings. For instance, the "defuzzing wheel" helped students to describe characters or events from a story using a wheel to write down and organize their supporting ideas. The "fluff and glitter" organizer was used as a magnetic word organizer where students again used context clues to separate the main idea and important details from the text. Teacher directed strategies were used to help students gain listening comprehension skills. The DLTA (directed listening-thinking activity) and (DRTA directed reading-thinking activity) were both teacher directed activities that helped foster the student's ability to read critically and reflectively as well as making predictions.

Site A

The sixteen-week intervention plan began in September. A letter was sent home to the parents explaining the action project. Students, parents, and teachers

completed surveys. In addition, students took the one-minute fluency test and an IPASS pretest was administered.

During the second week of the program many materials were brought out for students to view. They looked at books, material on authors, and web sites. They were given a complete classroom tour of every novel, genre, and author that existed in the eighth grade reading world. One student commented, "Wow, I hate reading but this could get interesting." During the week, students selected materials much like one tries on hats. If a book wasn't the right fit they began with a new one. Students kept track of everything they read and silent sustained reading was started.

During the next few weeks, students participated in a small group reading project. They were very social during the activity, yet they were totally on task. They discussed their characters as if they were real people. At one time, a group was told to stop talking about their friends and to get back on task. That started some giggling as they explained that they don't have any friends who live on Mango Street. They were discussing what they would have done if they were Esperanza, a character in their book. A connection was made between this group of girls and the main character in the story that they were creating a radio show about.

The next weeks by quickly. The reader's theater project was quite a success. Students said they would read all of the time if they got to do fun group projects. Yet during the ninth week, many of those same students were not prepared for silent reading. They forgot books at home and said they were tired of reading. Fluency tests showed improvement. Attitudes did not show improvement from all students. Journaling assignments, whether they were shared or private, showed evidence of reading as a burden to some students. Journaling assignments as a whole was not popular. Literature circles were discussed very favorable by students. They enjoyed

reading out loud to each other and rotating the different tasks. Students were extremely proud of their plot line posters, the final projects for the sixteen week action plan. During week sixteen students completed the final survey, IPASS post test, and the final one-minute fluency test.

Site B

The sixteen-week plan of motivating the reluctant reader went by quickly. The researcher at site B felt the plan was structured well and there were many activities to keep the reader motivated. Two that stood out in the researcher's plan were reader's theatre and literature circles. Both were new concepts for the students. Reader's theatre was challenging because the researcher had to find material that would be used by a large number of readers and keep their interest level. The story chosen was about a little reindeer that did not have antlers and ran away from the other deer. Other forest animals tried to advise the little reindeer to be patient, but the little reindeer would not wait. The researcher picked the story because it was a "coming of age" story that the readers could relate to with their own lives. The whole reading class participated and chose the main characters. Tryouts were held and in two days everyone had a part. The act itself was exhilarating. At first the students were reluctant to perform in front of their peers and parents, but they quickly got over their stage fright and performed for every class in the school. A set had to be created. The students made sound effects and gave their narration. They delivered six performances in two days and reading fluency was enhanced.

The researcher also picked a novel to read for the literature circle that was related to their current anthology. There were five literature circles in the reading class and each member had a job that rotated each day. The students enjoyed their

freedom of discussing and exchanging ideas. Comprehension questions were assigned to answer and write in their journals to ensure that every did their part. The students asked questions and gave summaries that were recorded in their individual journals. Whole group journals recorded group discussions for the teacher to read. Everyone in the group demonstrated their understanding with reflection. Some groups did rush through discussions quickly to get to the reading sections faster. While reading the novel, comprehension, predicting, questioning and learning had taken place using literature circles.

Another important strategy for the researcher was fluency tests. They were conducted before and at the end of the sixteen-week plan. Many student's scores improved significantly. The only difficulty using this method of measurement was time. It took a lot of time to assess the students. Students were also excited and made mistakes because the test was timed. Some students were pulled out of the classroom for resource help or other needs, so they were unavailable. The school day was long but not long enough when individual testing needed to be done.

Many reading strategies were used by the researcher at Site B that enhanced and motivated the students. The researcher felt that the sixteen-week program was a complete success.

Site C

Before the beginning of the sixteen-week intervention a letter was sent home to the parents of the targeted second grade class explaining the research project. The parents were also asked to complete a survey regarding their child's attitude toward reading and how many minutes their children dedicated to reading.

During the first week of the sixteen-week intervention plan, the targeted second

grade class completed a student survey. The students also took part in individual reading inventories, and one-minute fluency tests. In the next few weeks the students were introduced to a varied level of reading materials. Reluctant readers were given lower level high interest reading materials. The students were then introduced to various genres of material through book talks. Students started the independent reading program in which they were responsible for keeping track of the books they read using a grade-appropriate form.

During the second week of the intervention plan the students were introduced to various reading strategies in order to motivate not just the reluctant reader, but all readers. The students were also involved in cooperative group activities, in which groups were asked to complete tasks on specific readings. Social reading time was set up to pair students who read well with those who were reluctant to pick up a book. Students were then introduced to the strategy of active reading to get them involved in the story and collect meaning from the story, such as predicting, questioning, and clarifying.

Since the main focus of the action plan was to motivate the reluctant, as well as the avid, reader in the targeted groups, the next few weeks covered comprehension strategies. Comprehension court was used in the targeted fourth, sixth, and eighth grade groups. This strategy was too difficult for the targeted second grade group. Instead, the second grade students used vocabulary charades, in which the students had to act out or demonstrate a given set of vocabulary words while the other students guessed the word. The students really enjoyed this activity and took their time carefully planning, as well as getting to know the vocabulary. The next strategy was contextual processing, which was used during guided reading groups. Students did well using the context clues to define unfamiliar vocabulary. The second grade group also used

graphic organizers, such as the defuzzing wheel to describe characters in the story.

Midway through the intervention plan, some students became more comfortable with the strategies. They were more eager to try some of the new strategies, such as directed listening-thinking activities and directed reading-thinking activities. These activities were used as a step-by-step approach to reading critically. Once again, the graphic organizer played a role in this plan and the students became familiar with this activity.

Near the end of the intervention, more attention was focused on the comprehension of the material being read. The students were introduced to the strategies of paraphrasing and question and answer relationships. During reading groups, the students were asked to answer questions from the story to check for understanding of key concepts. Students were also asked to retell the story in their own words in order to check for comprehension of the material.

The last few strategies that were used focused on vocabulary and story mapping. The three-dimensional vocabulary study encouraged the students to learn new vocabulary through context clues, vocabulary definitions, and application toward their own experiences. The strategy of story mapping helped the students to review the story piece by piece in order to find the main characters, setting, problem, and solution. The students are now able to pull a story a part in order to find the plot behind the story.

During the final week the targeted second grade group was asked to complete a second survey. The researcher also administered a final one-minute fluency test and individual reading inventory.

Site D

The intervention began as scheduled in September. Students, parents, and teachers completed surveys, and a letter explaining the action research project was sent home to parents. The students were given an IPASS pretest and a one-minute fluency test. They were also given time for Silent Sustained Reading.

Week two involved much introduction to materials in an attempt to motivate the students to read. A classroom tour of materials, including materials of various levels, and book lists, was conducted to help the children select books for the independent reading program. Students began a list of materials they were reading, the amount of time spent reading, the date, and parent signature. A few students asked why so much importance was placed on reading if this was science class. The students also participated in a cooperative group activity involving reading about the scientific method.

Weeks three and four found the students participating in a multiple intelligence book activity, which created interest in their reading materials because the activity choices were appealing. Many chose the poster option and enjoyed the artwork involved. The students, on the whole, were actually motivated to read in order to find information for their activity choice. Students were also given two twenty-minute silent reading periods, completed a KWL chart, and journaled about the reading. The KWL and journal did not bring as positive of a response as the book activity. The students commented that they had done many KWL's in the past, as well a journals, and found the tasks tedious. These two assignments did not seem to positively motivate their reading. The students did comment positively about being placed in literature circles as well as participating in comprehension court. Some remarked that talking in a small group and having a job made the reading assignment more appealing.

During weeks five through nine, silent reading continued, as well as the independent reading program. Students were required to read at least one hour a week as part of their homework. Many that had complained about the task saw positive results when given a second one-minute fluency test. Every student in the target group read with increased fluency. That was a very motivating moment, showing that practice does improve the skill. Reading strategies four through eight continued to give the students added tools to improve their reading. Strategy eight, the magnet word organizer, executed during week nine, proved to be a challenge. The students were motivated to read the given passage, but had a difficult time choosing the important details. More practice was needed. When independent reading program charts were collected, it was noted that many students chose to read more than the required amount for the week. They were offered extra credit for extra time. Many told that they were seeking credit but also enjoyed the reading so much that they actually wanted to continue. One parent commented on their youngster's chart, "No one has ever asked my child to read for his homework. I think this is a great idea. He is reading all the time."

At approximately week ten, the students stopped asking why reading was so emphasized during science and seemed to be settled in to the routine of weekly silent reading time and filling out the charts for their independent reading program. Reading strategy nine, paraphrasing, was not difficult for the class because they had been required to do a similar task the prior week. Weeks ten through fifteen brought more strategies for the reluctant reader as well as additional projects centered around assigned reading. The students continued to comment negatively about journaling. This proved not to be a motivating factor. The children journaled throughout the day in other classes. Many reluctant readers were also reluctant

writers.

Week sixteen brought closure with a students survey, or e-minute fluency test, and IPASS Posttest. As in week seven, the students again saw positive results from all of their reading practice with increased fluency scores.

Presentation and Analysis of Results

In order to assess the effects of motivating the reluctant reader an IPASS test was administered at Site A during the first week and again during the sixteenth week of the intervention. The purpose of the IPASS test was to obtain a pretest and posttest score for reading comprehension. Pretest scores and posttest scores were compared to monitor growth.

Figure 8
IPASS Pre and Post Test For Site A

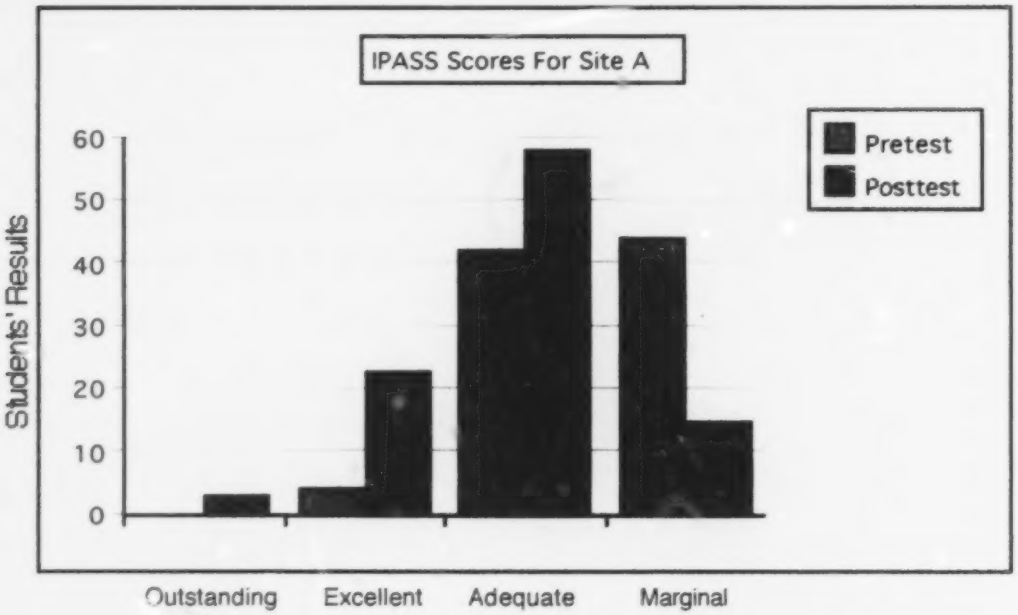


Figure 8 shows results of the post IPASS test for site A. The results show growth in all categories. Prior to the intervention 0% of the targeted students scored

in the outstanding category. After the intervention 4% of the students improved their test scores and moved into this category. Before the intervention only 4% scored in the excellent category and after the intervention 23% of the students tested scored in the excellent category. Prior to the intervention 42% scored in the adequate range and after the intervention the score rose to 58%. The largest area that showed growth on the IPASS test results for site A was the marginal category with 44% of the students scoring in this category on the pretest and only 15% scoring in this low area on the posttest. These scores indicate that the intervention was successful.

At Site B the IPASS test was administered following the same procedures as at Site A, C, and D.

Figure 9
IPASS Pre and Posttest For Site B

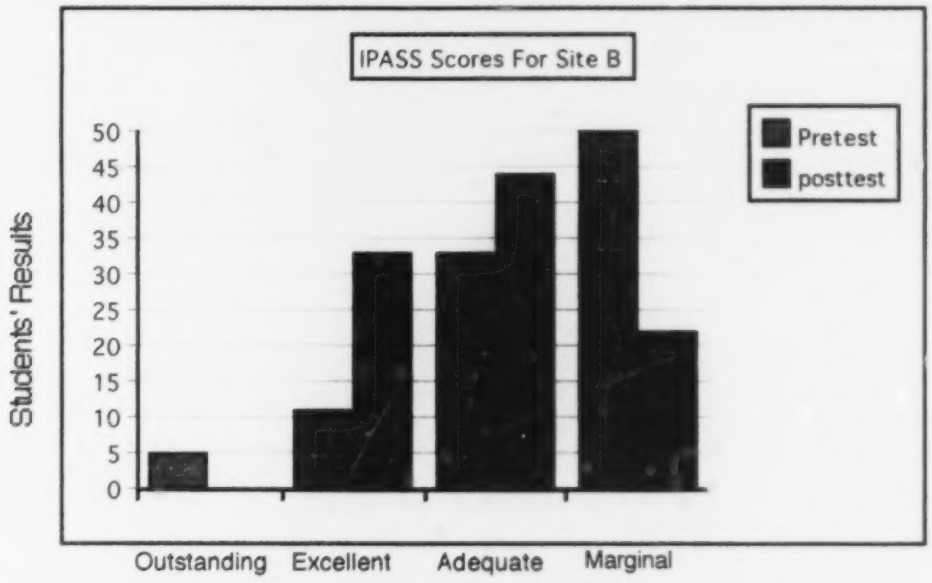


Figure 9 shows the results of the IPASS posttest for Site B. The results show a growth for the marginal and adequate categories. Prior to the intervention, 5% of the targeted students scored in the outstanding category. After the intervention, 0%

scored in the outstanding category. Before the intervention only 11% scored in the excellent category and after the intervention 33% of the students scored in the excellent category, showing a 22% increase. Prior to the intervention 33% scored in the adequate range and after the intervention the score rose to 44% of the students scoring adequately, an 11% increase. 50% scored marginally prior to the intervention whereas 22% of the students scored marginally after the intervention. That was a 28% increase and the largest area of growth on the IPASS test for Site B.

At Site C the IRI test was administered following the same procedures as Sites A, B, and D with the purpose of assessing reading comprehension.

Figure 10
IRI Pre and Posttest For Site C

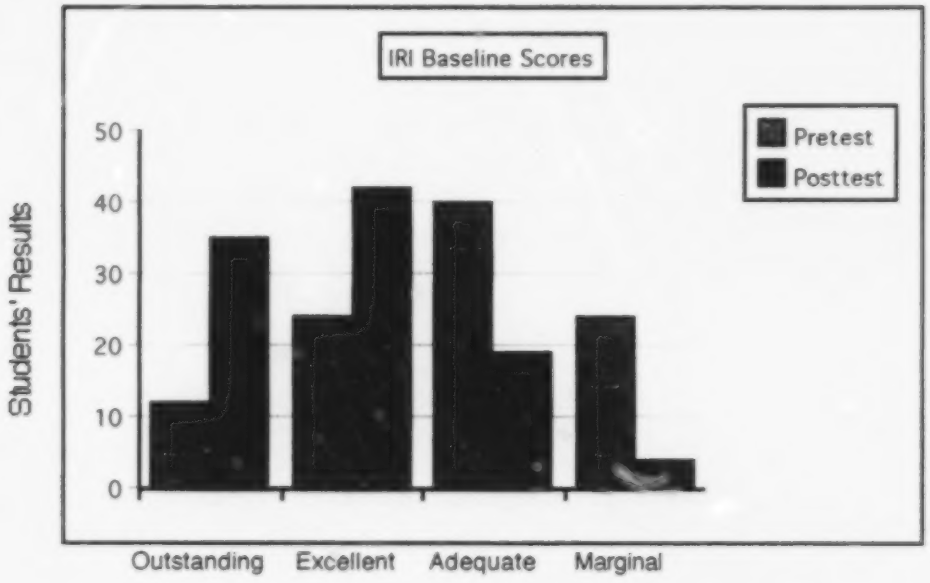


Figure 10 shows results of the IRI posttest for Site C. The results show growth in all categories. Prior to the intervention 12% of the targeted students scored in the outstanding category. After the intervention 35% of the students improved their test scores and moved into this category. Before the intervention only 24% scored in the

excellent category and after the intervention 42% of the students tested scored in the excellent category. Preceding the intervention, 40% scored in the adequate range and after the intervention 19% of the students scored in the adequate category. In the marginal category 24% of the second graders tested marginally compared to only 4% after the intervention.

At Site D the IPASS test was administered following the same procedures as Sites A, B, and C with the purpose of assessing reading comprehension.

Figure 11
IPASS Pre and Posttest Results For Site D

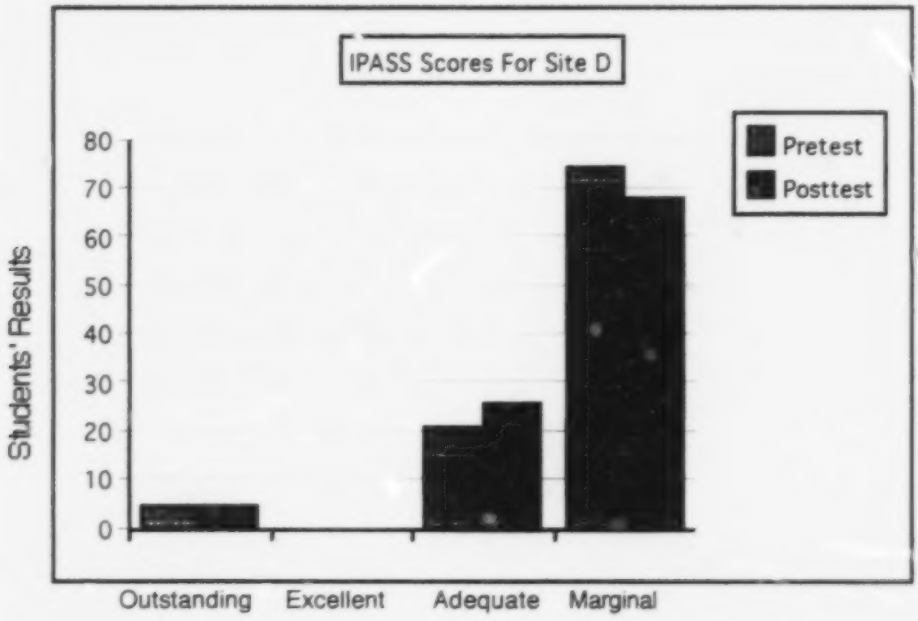


Figure 11 shows that 5% of the students, had an outstanding score on the IPASS posttest, which is the same result as the pretest. Twenty-six percent of the students had an adequate score on the posttest compared to the twenty-one percent score on the pretest showing a five percent increase scoring adequately. Sixty-eight

percent of the students scored marginally in comparison with the seventy-four percent at the beginning of the intervention showing an improvement of six percent.

In order to assess the effects of motivating the reluctant reader a one-minute fluency test was administered at Sites A, B, C, and D during the first week and again during the sixteenth week of the intervention. The purpose of the one-minute fluency test was to determine the amount of words read fluently and correctly per minute. Pretest and posttest results were compared to monitor growth.

Figure 12
Pre and Post Fluency Tests For Sites A, B, C, and D

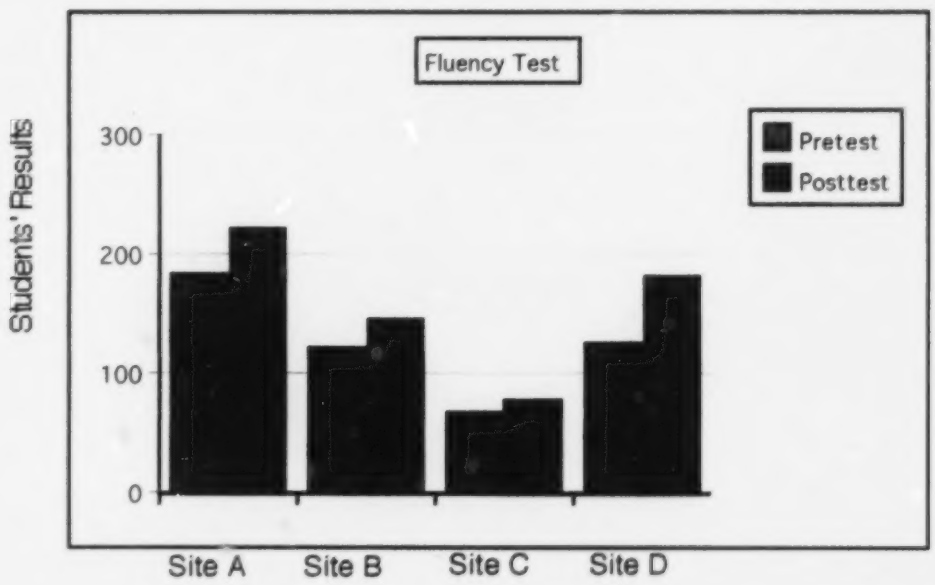


Figure 12 shows that the four sites consistently showed improvement during post fluency reading tests in comparison to pretests. The one-minute fluency results for site A showed an improvement from 184 words read per minute to 222 words read per minute. This showed an average improvement of 38 words per minute. Site B results also showed improvement from 123 words per minute during the pretest

compared to 132 words read per minute during the posttest. The fourth graders at Site B improved by 9 words per minute. Site C also showed an increase of words read per minute. Students averaged 68 words per minute before the intervention and 79 words per minute following the sixteen week action plan. This showed an increase of 11 words per minute. Site D students increased by 57 words per minute. The pretest average was 126 words per minute compared to 183 words per minute on the posttest.

In order to assess the effects of motivating the reluctant reader a student survey was administered at Site A,B, C, and D during the first week and again during the sixteenth week of the intervention. The purpose of the student survey was to determine student attitudes towards reading. The first week's surveys were compared to the last week's surveys to compare beginning and ending attitudes.

Figure 13
Student Survey For Site A

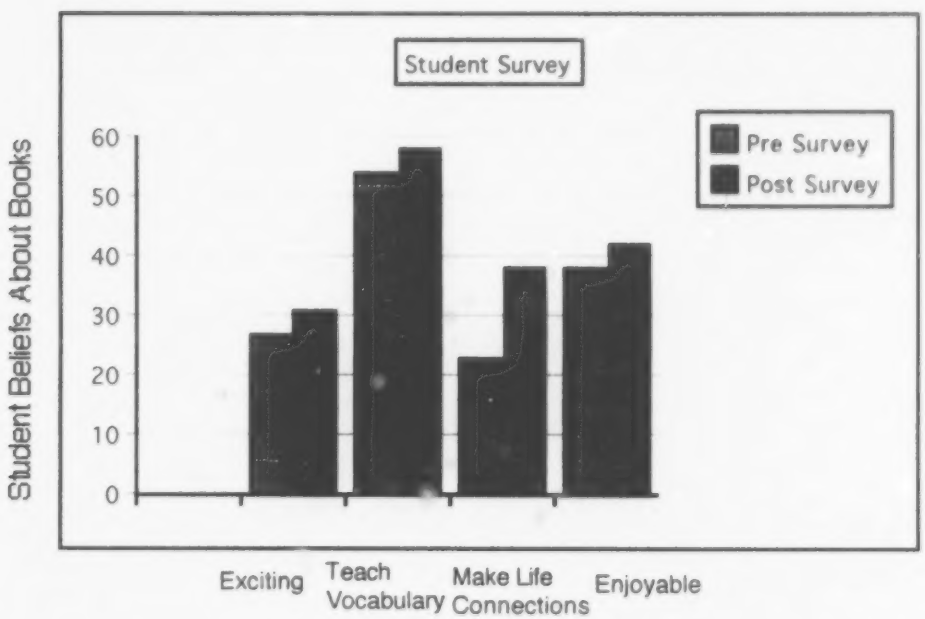


Figure 13 shows the results of the results of the student survey for Site A. When asked if the students found books exciting, 31% of the students responded positively compared to the 28% that responded positively during the first survey. This showed a 2% increase. 53% of the students at Site A at the beginning of the intervention felt that books teach new vocabulary. After the intervention, 58% of the students felt that books teach them vocabulary. This shows an increase of 5%. In response to the question asking if books make life connections, 38% of the students compared to 23% that responded positively at the onset of the intervention. 42% of Site A's population after the intervention felt reading was enjoyable compared to 38% during the prequestionnaire showing 4% increase.

Figure 14
Student Survey For Site B

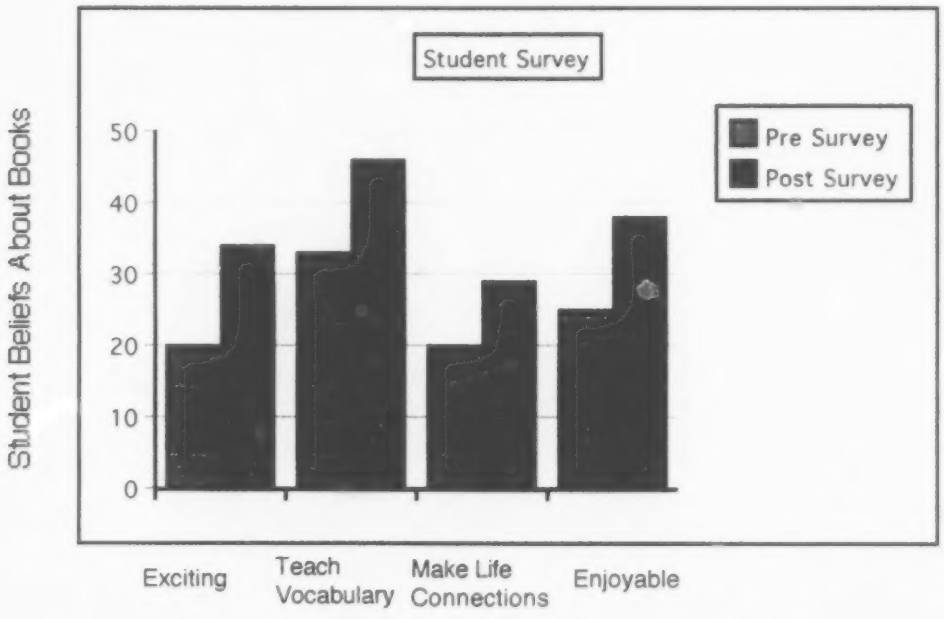


Figure 14 shows that the student survey at site B showed a presurvey result

that 20% of the tested students found books exciting. The post survey result found that 34% found books exciting after the intervention. Presurvey and post survey results showed a 14% increase. Students thought 33% of books helped them learn new words in the presurvey, and 46% of students felt books helped them to learn new words in the post survey. This is an increase of 13%. Students felt that books helped them with life situations 20% of the time in the presurvey, and 29% in the post survey. This is an increase of 9%. Presurvey results showed that the students read books for enjoyment 25% of the time, and the post survey results showed that 38% felt books were enjoyable. This is an increase of 13%. The results for Site B showed a positive increase in reading attitudes. The largest increase in attitude growth was that students found reading to be enjoyable.

Figure 15
Student Survey For Site C

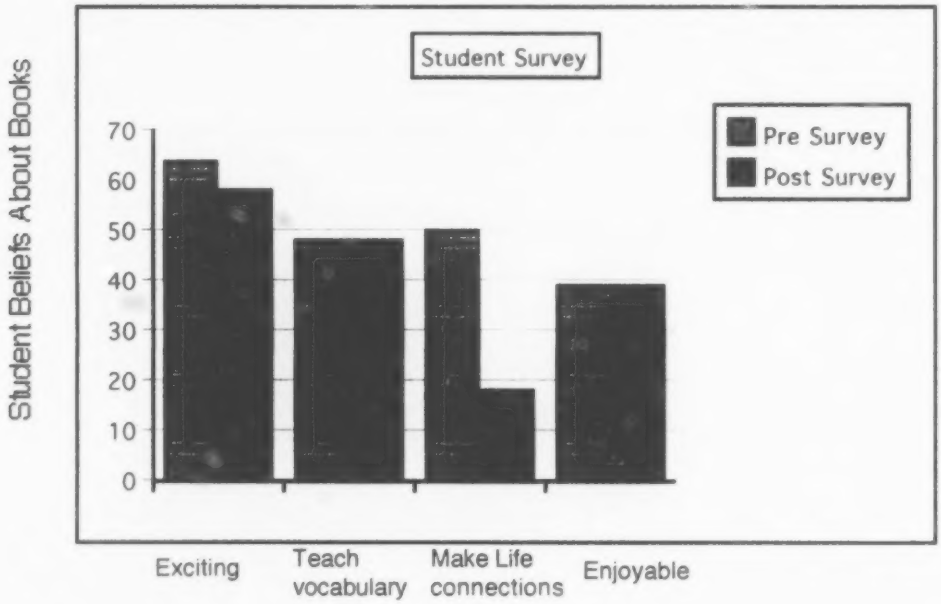


Figure 15 shows students' attitudes toward reading for Site C. Before the intervention students were asked if they found reading exciting. 65% responded favorably compared to the post survey results showing 58% responding favorably. There was a 7% decline in the number of students who found reading exciting. Students were also asked if they thought books gave them a better understanding of life issues. 50% responded favorably in the pretest. The posttest survey results showed 19% of the students responding favorably resulting in a decline in the number of students who found a better understanding of life issues after the intervention. The presurvey then asked students if reading helped them learn new words. 46% of the students surveyed responded positively for both the pre and post surveys. Finally the survey asked if students liked reading. The presurvey showed 38% of the students enjoyed reading and the post survey showed an increase to 42% of students enjoying reading.

Figure 16
Student Survey For Site D

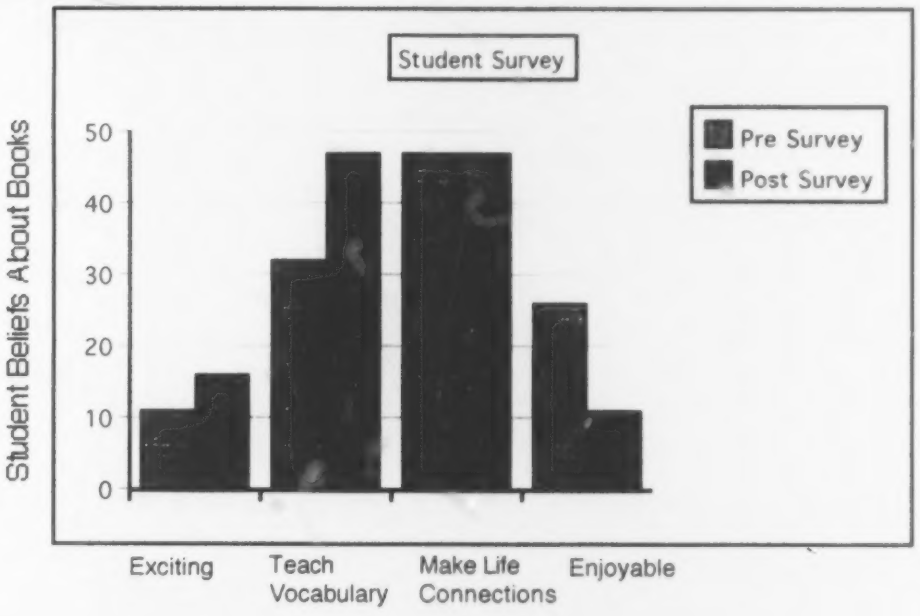


Figure 16 shows the student survey results for Site D. When asked if the students found books exciting, 16% of the students at Site D responded positively on the post survey compared to the 11% agreeing during the first survey. This response showed a five percent increase. 32% of the Site D students at the beginning of the intervention felt that books teach new vocabulary, while 47% agreed at the end of the intervention showing a 15% increase. 47% of students during the first week of the intervention felt that books helped them make life connections, which is the same percent as at the beginning of the sixteen weeks. There was a decline in the number of students finding books enjoyable. 26% responded positively at the beginning and only 11% at the end.

Conclusions and Recommendations

Based on the presentation and analysis of the data collected, the students showed an increase in their motivation to read as well as in their reading skills. The students, as documented by surveys, showed a more positive attitude about reading. Also, as documented by fluency tests and comprehension tests, increased the amount of words they read per minute and the understanding of their reading.

The independent reading programs implemented at the four sites showed an increase in reading done outside of school as documented on student lists showing what was read and the amount of time spent reading. Keeping track of what was read motivated the students and gave them a sense of pride by showing them how much time they read, how many pages, and the variety of genres they chose. Parents were also made aware of how much time their children spent reading by signing the reading logs. More reading materials were offered in each classroom, at each site, that met more interests, reading levels, and exposed students to more authors and genres. Therefore, the students stretched themselves. Silent Sustained Reading

interested the youngsters in their reading material at school, which then motivated them to continue the reading at home. Giving students daily opportunities to read silently showed them that reading was important to their teachers, also a motivating factor. Students at all four sites showed that if given time to read during the day, they rewarded themselves by finishing the selection at home.

There were some difficulties in implementing the independent reading programs. Due to the constraints of the school day, it was difficult to offer the time needed to read silently. Other subjects or topics of study had to be cut. The program also meant more paperwork for the instructor. Students had to be constantly encouraged to record their readings and often did not have the recording sheets when needed.

Socializing the reading process was an extremely successful implementation. Students looked forward to attending class on the days when they would take part in cooperative group activities, literature circles, multiple intelligence activities, reader's theater, or shared journals. Their positive comments when entering class or when made aware of the day's lesson plan showed high interest level. The students carried out their jobs within their groups with pride and showed disappointment when it was not a day for a socialized activity. The teacher became the facilitator of learning giving the pupils a feeling of empowerment and leadership. They bragged about choosing their own books to read and loved performing the chosen literature.

There were few drawbacks to socializing reading. The heightened enthusiasm level created an increase in the noise level. Attention during group discussion was occasionally diverted. The socialized programs made for lots of teacher preparation as far as a knowledge base of all novels read by groups at the same time. Instructors had to be extremely organized during the class periods and well as during collecting

and grading of assignments. Also, according to student comments, the shared journals seemed to tire students.

The assessment tools used were important in showing specific information about the children's reading fluency, comprehension, and attitudes towards reading. The pre and posttests showed the students what they needed to work on and what changed over the course of the sixteen weeks. The students saw measurable growth in their fluency rates and comprehension scores. The surveys built awareness and gave students responsibility for their own reading. The students realized what books are supposed to teach. The surveys also showed kids what their classmates thought about books and reading. The parent survey was interesting in that it showed what parents saw at home in comparison to what the teachers saw in the classroom. The surveys gave a deeper understanding of each student thanks to the different perspectives. The IRI allowed the instructor at the second grade sight access to very specific information about the mistakes her students made during reading aloud.

One negative aspect of the surveys was the issue of honesty. Students in the younger grades wanted to please their teacher and so responded more positively than may have been true about their attitudes towards reading and books. Students in grades six and eight may not have responded as positively as possible due to peer pressure and a desire to look "cool" in front of their peers. The parents may have also answered in a more positive manner in order to be looked upon more favorably by the teacher. Also, the answer choices in the survey needed to be more concrete. The descriptor "sometimes" was offered. Choices should have been limited to "yes" and "no". Fluency tests were also very time consuming. At one minute per student with transition time between, a whole class period had to be devoted to testing.

During the intervention, the students received direct instruction on how to use

several new reading strategies. These also had a positive effect when trying to motivate the reluctant reader. The strategies taught the students new ways to comprehend. Graphic organizers helped focus thoughts. The strategies added to the students "bag of tricks" for comprehending reading selections and helped meet more learning modalities. Reading skills increased as was shown on the fluency and comprehension tests. As demonstrated on daily assignments, students were more able to support their thoughts about a character or situation with specific evidence from the text.

Although there were many benefits from strategy instruction, there were also some negative aspects. The strategy lessons were too teacher directed and time consuming. In order for students to become skilled at using a strategy, more modeling was needed over a longer period of time. There was only time for one teacher example and then students were expected to implement the strategy. This proved to be frustrating for the teacher as well as the students. The strategies were too time consuming. The action plan was overambitious in trying to expose the students to so many strategies.

Recommendations to improve or change the intervention are to provide more emphasis on the increase of skills as opposed to a change in attitude. It is much easier to change and inflate skill development than the attitudes of sixth and eighth graders. The age level was definitely a factor when it came to attitudes. However, the four sites did provide a good sampling in that grades two, four, six and eight were represented.

The independent reading program needed to be implemented with a partner to cut down on the accountability felt towards the teacher. Perhaps answering to a peer would be more motivating. Also, more time for self reflection as far as reading

choices and amount of time spent was needed. Sharing that reflection with a peer might also make the experience more meaningful. Also, if possible, more than fifteen minutes per day for silent reading would increase skills by giving the students more time to practice their reading.

Even though socializing the reading process involves giving more power to the students, more structure as far as time limits should have been set up by the teacher. Students tended to diverge and lose their focus. By giving them time constraints, the pupils would have had to be more focussed in order to complete the assignment. It is also suggested that the instructor start preparing well in advance. It was difficult to implement a new type of reading program, literature circles, along with learning the novels being taught. It would have been wise to read all novels and take notes on individual chapters and characters prior to the implementation. This would have made it easier to enter group discussions and manage the program.

As for recommendations for the assessment tools, the IPASS proved to be poorly formatted and a disappointment to the teachers. The test was computer generated and provided very challenging questions that did not seem grade level appropriate. Results of post surveys would be more accurate if given during the same time of the year, one year later. During the intervention, attitude pre surveys were given during the first few weeks of school when students were rested from summer vacation and not bogged down with homework assignments and after school activities. At the end of the sixteen week intervention in January, students were experiencing academic burn-out and attitudes were less than positive. In addition, if the parent survey could have somehow been anonymous, more accurate answers may have been given.

The amount of reading strategies taught needed to be halved. The instructor

should have modeled the strategy one lesson, then modeled with the students help the next lesson, and finally, allowed the students to try the strategy independently. This would have provided for a higher chance of student mastery. It would have been better to teach fewer strategies very well, rather than many strategies weakly.

References

Agnew, Mary L. (2000, Mar). DRAW: A motivational reading comprehension strategy for disaffected readers. Journal of Adolescent & Adult Literacy (On-line), 43, no.6 (1-3). Number 50842098. Available: http://newfirstsearch.oclc.org/WebZ/FSQUERY?sessionid=s...:entityemailfttfrom=PerAbs_FT%7

Ballentine, D., Hill, L. (2000, Sept.). Teaching beyond once upon a time. (On-line). Language Arts 11-20 78(1-13). On-line:OCLC FirstSearch: Number:59719179. Available:http://newfirstsearch.oclc.org/WebZ/FSQUE...esultset=2:entityemailfttrom=PerAbs_FT%7F

Bromann, Jennifer. (1999, Oct). The toughest audience on earth. School Library Journal (On-line), 45, no.10 (60-3). Number BRGC99012251. Available: http://newfirstsearch.oclc.org/WebZ/FSPage?pagename=tempftascii:pagetype=print:entityprint...:

Bromley, K., & Powell, P. (1999, Oct). Interest journals motivate student writers. (On-line). Reading Teacher, 53, 111-112(1-3). Abstract from: OCLC Firstsearch Num: 04517276, Available:

Cammack, D. (2001, Feb).Two sites for teachers working with struggling or reluctant readers. Electonic Classroom Web Watch. On-line. Available: http//www.readingonline.org/electronic/webwatch/twosites/index.html

Eisenwine, Marilyn. (2000). Visual memory and context cues in reading instruction. Journal of Curriculum and Supervision 15. (1-4).On-line:OCLC FirstSearch: Number:BED100000322 Available:http://newfirstsearch.oclc.org//WebZ/FSQUE...:entityemailfttfrom=WilsonSelectPlus_FT%7F

Fuhler, C., Farris, P.,& Walter, M. (1999). Promoting reading and writing through humor and hope. Childhood Education 76, no.1 On-line: OCLC FirstSearch: Number: 044491003 Available:http;//newfirstsearch.oclc.org/WebZ/FSQUERY?sessionid=sp01-53175-cpcwstwb-3s51cv:entitypagenu

Gambrell, Linda B. (1996, Sept). Creating classroom cultures that foster reading motivation. Reading Teacher (On-line), 50, no.1 (14-25). Number 02987879. Available:

http://newfirstsearch.oclc.org/WebZ/FSQUE...esultset=1:entityemailftfrom=PerAbs_FT%7F

Guthrie, John. (2000). Context for engagement and motivation in reading. Handbook of Reading Research, On-line. Available: http://www.readingonline.org/articles/handbook/guthrie/index.html

Hackett, Terrence. (2001,May). Making the student the star. Internation Reading Association, Inc. On-line. Available: http://www.readingonline.org/article/hackett/index.htm1#top

Holloway, John H. (1999, Oct). Improving the reading skills of adolescents. Educational Leadership (On-line), 57, no.2 (1-3). Number 14499198. Available: http://newfirstsearch.oclc.org/WebZ/FSQUERY?sessionid=s...:entityemailftfrom=PerAbs_FT%7

Ivey, Gay. (2000, Sept). Redesigning reading instruction. (On-line). Educational Leadership, 58, 42-45(1-5). Abstract from: OCLC Firstsearch Num: BED100022086, Available: http://newfirstsearch.oclc.org/WebZ/FSQUE....entityemailftfrom=WilsonSelectPlus_FT%7F

Ivey, Gay. (1999, FEB). Reflections on teaching struggling middle school readers. Journal of Adolescent & Adult Literacy (On-line). v42n5 (1-11). Number 04121249. Available: http://newfirstsearch.oclc.org/WebZ/FSQUERY?sessionid=s...:entityemailftfrom=PerAbs_FT%7

Johns, Jerry L. (1996-1997, Dec-Jan). The effect of self-selection, interest, and motivation upon independent, instructional, and frustrational levels. Reading Teacher (On-line), 50, no.4 (278-282). Number 03086244. Available: http://newfirstsearch.oclc.org/WebZ/FSQUERY?sessionid=s...:entityemailftfrom=PerAbs_FT%7

Klesius, Janell P., Laframboise, Kathryn L., Gaier, Mary. (1998, Summer). Humorous literature: motivation for the reluctant reader. (On-line). Reading Research and Instruction, 37, no. 4 (253-61). Number BED198022920. Available: http//newfirstearch.oclc.org/WebZ/FSQUERY?s...:entityemailftfrom=WilsonSelectPlus_FT%7

Labbo, Linda D. (1999, Aug). Books for reluctant readers. Reading Online (On-line). Available: http://www.readingonline.org/reviews/literature/postcardseries.html

Lee-Daniels, S. & Murray, B. (2000, Oct). DEAR me: what does it take to get children reading? (On-line). The Reading Teacher, 54, 154-155(1-2). Abstract from: OCLC Firstsearch Num: BED100026126, Available: http://newfirstsearch.oclc.org/WebZ/FSPage?pagename=tempftascii:pagetype=print:entitypr...;

Martinez, Kathryn. (2001). Reluctant Readers. Feature Article, printable version (On-line). Available: http://www.easyfunschool.com/article1003.html?printable=y

Millin, S. & Rinehart, S. (1999, Fall). Some of the benefits of readers theater participation for second-grade Title I students. (On-line). Reading Research and Instruction, 39, 71-88(1-18). Abstract from: OCLC Firstsearch Num: BED100000082, Available: http://newfirstsearch.oclc.org/WebZ/FSPage?pagename=tempftascii:pagetype=print:entityprinting=true:entity..

Pages, Joyce Melton. (2001) Learning Tip #50: Strategies Help Reluctant Silent Readers Read to Learn. Kidbibs (On-line). Available: http://www.kedbibs.com/learningtips/lt50.htm

Primeaux, Joan. (2000, July). Shifting perspectives on struggling readers. Language Arts 537-542 77 (1-8). On-line: OCLC FirstSearch: Number:0360-9170. Available:http://newfirstsearch.oclc.org/WebZ/FSQUERY?sessionid=sp03sw13-61934-cosm29kr-hn3q75:entitypagenui..

Rasinski, Timothy.(2000, Oct). Speed does matter in reading. Journal of The Reading Teacher v. 54 no2. P. 146-51. On-line OCLC FirstSearch: Number: BED100026124.
Available:http://newfirstsearch.oclc.org/WebZFSQUERY?sessionid+sp01sw03-53175-cpcwstwb-3s51-cv:entitypagenu..

Rasinski, T.V, & Padak,N. (2000).Effective reading stategies:Teaching children who find reading difficult. Englewood Cliff, N.J. Prentice Hall.

Rubin, D.:Hafer, T. (2000, Apr). Reading and listening to oral-based versus literate-based discourse. Journal of Communication Education 121-149 49, no 2 p. 121-133. On-line OCLC FirstSearch: Number: 52133834
Available:http://newfirstsearch.oclc.org/WebZ/FSQUERY?sessionid+sp03sw13-61934-cosm29kr-hn3q75:entity pagenui..

Rudell, RobertB. (1995, Mar). Those influential literacy teachers: Meaning negotiators and motivation builders. Reading Teacher (On-line), 48, no.6 (454-463). Number 02298726. Available:

http://newfirstsearch.oclc.org/WebZ/FSQUE...esultset=1:entityemailftfrom=PerAbs_FT%7F

Sridhar, D. & Vaughn, S. (2000, Nov/Dec). Bibliotherapy for all. (On-line). Teaching Exceptional Children, 33, 74-82(1-8). Abstract from: OCLC Firstsearch Num: BED100029607, Available: http://newfirstsearch.oclc.org/WebZ/FSPage?pagename=tempftascii:pagetype=print:entitypr...:

Ulanoff, S.,Quocho, A., & Roche,J. (2000). A classroom inquiry into elementary students' notions abut rading. Journal of Teacher Education Quarterly v.27 no1 p. 59-68. On-line OCLC FirstSearch: Number: BED100005860 Available:http://newfirstsearch.oclc.org/WebZ/FSQUERY?sessionid=sp03sw13-61934-cosm29kr-hn3q75:entitypagenui..

Wignell, Edel. (2001, July). With reluctant readers, try horror. Era Publications (On-line). Available: http://www.era-publications.com.au/papers reluctantreaders.html

Williams, Molly. (2000). Trying books on for size. Illinois Reading Council Journal. v.28 no1. (46-50).

Worthy, Jo. (1996). Amatter fo interest: Literature that hooks reluctant readers and keeps them reading. Journalof The Reading Teacher v50n3 p 204-212 On-line OCLC FirstSearch: Number: 0303332682 Available:http://newfirstsearch.oclc.org/WebZ/FSQUE...esultset=2:entityemailftfrom=PerAbs_FT%F

APPENDICES

Dear colleague,

As a part of my master's program action research project, I am trying to identify students that are reluctant readers. I am hoping that you will help me in targeting these students by filling out this questionnaire.

1. Please list any students from your class, or classes, last year that you consider to be at-risk readers.

2. Please list any students that you consider to be "reluctant" readers for any reason. These students can have low reading skills, or may have adequate skills and choose not to read for other reasons.

If you have any information regarding what type of books or reading materials motivated the above students please feel free to add that next to his/her name. Thanks so much for your time!

Sincerely,

Lori Zimmermann

Appendix B

Reading Survey for Parents

Child's Name_____

Dear Parents,

Please respond to the following survey regarding your child's reading habits:

1. When your child reads does he/she read to complete assignments, for pleasure, or for both?

   assignments pleasure both

2. How often does your child read for enjoyment during a week?

   0 -1 hours 2 - 4 hours 5 - 8 hours more than 8 hours

3. When your child has completed reading, whether it is for an assignment or for enjoyment, do you discuss what he/she has read?

   always sometimes never

4. What subjects or hobbies interest your child?

5. Does it appear to you that your child comprehends most of what he/she reads?

6. How often do you read with your child?

7. What has motivated your child to read in the past?

8. This past summer, how often did your child read?

9. When your child read this summer, what type of materials did he/she read?

novels	newspaper	magazine	other	78

Appendix C

Name _____

Reading Survey for Students

Please respond to the following questions:

1. Do you like to read?	Always Sometimes Never
2. Do you have a public library card?	Always Sometimes Never
3. Do you check out books from the school library?	Always Sometimes Never
4. Do you like the books that are selected for you in your school reading program?	Always Sometimes Never
5. Do you think books are a good way to escape?	Always Sometimes Never
6. Do you feel books help you understand things about life?	Always Sometimes Never
7. Do you think books help you learn new words?	Always Sometimes Never
8. Would you agree that books are exciting and interesting?	Always Sometimes Never

Please respond to the following questions with thoughtful answers.

1. What subjects, interests, or hobbies do you like to read about?
2. When you read, do you read to complete an assignment or for pleasure?
3. When is the best time of day for you to read?
4. What is your favorite book?
5. How much time do you have a day to read?
6. Would you rather read a magazine or a book?

7. Are you a fast, average, or slow reader?
8. Who do you get advice from when selecting books?
9. What genre (type) of books do you prefer?
10. When you pick up a new book, what do you look at first?
11. What makes you select a book?
12. How much of a book do you read before you decide if you like it or not?
13. What would make reading more enjoyable for you?
14. What have your teachers done in the past to motivate your interest in reading?
15. Why are you reading more now than you used to? (or) Why are you reading less now than you used to?

Comprehension Test

Question #1

After reading the passage, select the statement that best states the main idea.

Like many people, you may have a fear of water. One way to combat this fear is to learn to swim. Feeling in control in the water can help you to remain calm enough so that in an emergency, you won't panic.

A. Overcoming fear of the water is important.
B. You can combat the fear of water by learning to swim.
C. Don't panic in a water emergency.
D. Swimming is actually fun.

Question #2

Read part of the poem "Myself" by Edgar A. Guest.

I have to live with myself, and so
I want to be fit for myself to know,
I want to be able, as days go by,
Always to look myself straight in the eye,
I don't want to stand, with the setting sun,
And hate myself for the things I have done

Which of the following best describes the rhyme of the poem?

A. internal rhyme
B. free verse (no rhyme)
C. approximate rhyme
D. end rhyme

Question #3

James plays the trumpet in the school orchestra. He's been playing since he was very little. His teacher is very impressed with his ability.

You can conclude that

A. James hates to play to trumpet.
B. James is very good at playing the trumpet.
C. his teacher thinks he needs more practice.
D. James doesn't have much ability for playing the trumpet.

Question #4

The crew shoveled snow all night without a break. What is the meaning of the underlined word?

A. an attempt to escape
B. a rest from work
C. an unexpected event
D. a crack in a bone

Instructions: Read the passage. Then read each question and fill in the circle next to the best answer.

Peter waited until he and his uncle had gone too far to turn back. Then he asked, "Uncle John, do grizzly bears live up here?"

Peter's uncle turned in his saddle. "A few," he answered.

They climbed a gentle slope. Peter could hear a creek below. Suddenly, he spotted two brown shapes in the distance. He caught his breath. "Moose," said his uncle. Peter let his breath out slowly.

Snow was falling, erasing the horses' tracks. The trail was getting steeper. Peter thought about grizzlies and shivered.

Finally they reached the campsite. "Let's hurry and cut firewood before dark," said Peter's uncle. As soon as they had split the wood, Peter helped his uncle put up the tent and make a fire. Peter peeled potatoes and onions. His uncle cut slices of fresh bread.

After supper, they heated water in a bucket and washed the dishes. Then Peter's uncle made a pot of coffee. Peter tried a sip. It tasted awful. He ate a handful of snow to get the taste out of his mouth. Tired from the day, they crawled into the tent and zipped themselves into their sleeping bags. Just before he fell asleep, Peter heard a sound outside the tent. Bears? He was too tired to care.

Question #5

When did Peter ask his uncle about grizzly bears?

A. the night before their journey
B. while they were on the trail
C. after they reached the campsite
D. just before Peter fell asleep

BEST COPY AVAILABLE

Instructions: Read the passage and answer the questions that follow. Fill in the circle next to the best answer.

Protecting the variety of animal life on Earth is humankind's most important job. One symbol of the fight to save endangered animals is the muriqui. The muriqui, also called the woolly spider monkey, is native to Brazil. Muriquis live in the forests near Brazil's Atlantic coast. These apelike monkeys can weigh up to thirty-five pounds. Adult male muriquis are about five feet long from head to tail. They eat mostly fruit, flowers, and leaves. Muriquis have long tails. They use the tails to grasp tree branches and vines.

These South American monkeys are being pushed into smaller and smaller areas. The large cities of São Paulo and Rio de Janeiro now stand where lush forests once existed. Scientists think that there were nearly half a million muriquis five hundred muriquis left. The muriqui population has also become smaller because the monkeys are hunted for their meat.

People are doing important work to save the muriquis. Groups have raised money to protect them. Zoologists and other scientists are teaching Brazilian people - especially young people - about these delightful monkeys. People in other countries are also working to preserve valuable forests in many tropical areas. If we can save the muriqui's home, we will surely save the muriqui.

Question #6

Which statement reflects the author's opinion?

A. Muriquis have long tails.
B. Muriquis live in the forests near Brazil's Atlanti
C. The muriqui, also called the woolly spider monkey, is native to Brazil.
D. Protecting the variety of animal life on Earth is humankind's most important job

Question #7

Which of the following statements is a fact?

A. Muriquis are worth protecting.
B. In ten years, muriquis will be extinct.
C. Muriquis can weigh up to thirty-five pounds.
D. The muriqui will be saved from extinction if we can preserve South American forests.

Question #8

How do you know that the following statement is a fact?
Adult male muriquis are about five feet long from head to tail.

A. The author is reliable.
B. The statement can be proven.
C. Detailed information is given.
D. The statement is easy to believe.

BEST COPY AVAILABLE

Question #9

Which word signals the author's opinion of muriquis?

84

A. endangered
B. native
C. delightful
D. apelike

Title: A Mystery Solved
Instructions:

"Do you know how my balloon got upstairs, Jonathan?" Sylvia asked.

"No, I don't," replied her older brother. "It was up here when I woke up this morning."

Sylvia looked puzzled. She knew the balloon had been downstairs before she went to sleep last night. A clown had given it to her yesterday when she and Dad stopped at the new grocery store. Of all the balloons to choose from, the red one was the most beautiful. It had pretty, curly ribbons twirling down below it. Dad explained that the balloon was inflated with a gas called helium, which is lighter than air. That's what made it float high above Sylvia's head.

Sometimes the balloon just stuck to the ceiling. Other times it floated from one place to another. Sylvia giggled when her cat Puffin batted at the ribbons with his paws. He was fun to watch.

"Puffin was playing with the ribbons. Maybe his claws got caught in them, and he dragged my balloon upstairs," Sylvia suggested.

"It couldn't have been Puffin," Jonathan said. "He was outside all night. I just let him in."

Still puzzled, Sylvia took her balloon downstairs and loosely wrapped a single ribbon around a lamp stand. She was baffled about how her balloon could have gotten upstairs.

Sylvia forgot about the mystery until later that day. While she was sitting in the living room reading a book, she looked up to admire her balloon. Sylvia was startled by what she saw. Her balloon was moving toward the stairs! She sat perfectly still, unable to take her eyes off the slow-moving object. Puffin was nowhere around. Jonathan was outside, and her parents were in the kitchen. Just then Jonathan came in.

"Jonathan," Sylvia whispered, "my balloon is going upstairs all by itself."

Jonathan thought for a moment and the exclaimed, "Air! Of course! Why didn't I think of that earlier?"

"What do you mean?" Sylvia asked.

"I learned in my science class that warm air rises because it is lighter than cold air," Jonathan explained. "The warm air from this room is going up the stairs, and it's taking your balloon with it."

Sylvia laughed as she reached for the ribbons. "I'm sure glad my bedroom windows are closed. Otherwise I might never have seen my balloon again."

BEST COPY AVAILABLE

Question #10

What is the main idea of this passage?

A. The gas in Sylvia's balloon makes it fun to watch.
B. Sylvia learns how her balloon went upstairs by itself.
C. Puffin likes to play with the ribbons tied to Sylvia's balloon.
D. Sylvia gets a red balloon with curly ribbons.

Question #11

Which of these best describes Jonathan?

A. Careless
B. Helpful
C. Grumpy
D. Busy

Thousands of miles above the Earth, humans have created a kind of junkyard in space. Space is now littered with used rockets, broken equipment, lost tools and dumped fuel. This space-age litter is creating new problems for space programs.

WHERE SPACE TRASH COMES FROM

Because space is so vast, it has been considered a safe place for dumping. For example, old satellites are left in the skies. On space missions, equipment may be dropped, lost or purposely discarded in space. Even extra fuel is dumped into space before the spacecraft lands.

The objects that are floating in space are of all different sizes. Some are as small as a button, while others are as large as a bus, but most are somewhere in between. Many of the small pieces come from the bodies of old rockets that have exploded.

PROBLEMS WITH SPACE TRASH

These pieces of trash move in or near the same orbits as satellites, rockets and space shuttles. They travel at about 14,000 miles per hour. At that speed, even a small fragment of a rocket or a tool moving through space can do as much damage as a truck moving at a normal speed on Earth.

Small objects can cause all kinds of big problems. The windows on space shuttles are often damaged by tiny pieces of space trash. They must be taken out and replaced with new ones before the shuttle's next mission. Astronauts for the National Aeronautics and Space Administration (NASA) have had to steer space shuttles around trash on several missions.

The United States Air Force's Space Command watches about 8,000 objects in the sky, and most of them are space trash. Still, they are able to keep track of only a small part of what is out in space. Large pieces of trash could cause a disaster if they were to crash into rockets or satellites. In fact, if this trash continues to collect, space travel could become more and more dangerous.

SOLUTIONS TO THE PROBLEM

Question #12

Which is a FACT in this passage?

A. Uniforms worn by astronauts are still orbiting in space.
B. Many small pieces of space trash come from exploded rockets
C. It is hard to imagine that space must be cleaned up.
D. NASA should never have started to dump space trash.

Question #13

Which is the best summary of this passage?

A. Cleaning up the trash from earlier space missions would be very expensive.
B. The trash left from earlier space missions is causing problems with current and future missions to space.
C. Large pieces of space trash could cause a disaster if they crashed into a rocket.
D. Space is so big that people can't imagine how it could become crowded with pieces of junk.

BEST COPY AVAILABLE

Question #14

1. Mr. Greely had a horrified look on his face.
2. No one else was home.
3. The cat was sitting in the window.
4. The dirt from the window box was all over the floor.

Using the numbered sentences above, identify the cause-effect relationship in the paragraph.

A. 1 and 3 caused 4
B. 3 caused 1 and 4
C. 1 caused 3
D. 4 caused 1

Question #15

Select the answer that best describes the meaning of the following expression.

"out of the frying pan and into the fire"

A. cooking food in various ways
B. taking care of important things first
C. going from one bad situation to another
D. being careful when you cook food

Question #16

Select the answer that best describes the meaning of the following expression.

To "take the bull by the horns" means to

A. have courage at the right time.
B. be brave during the bull fight.
C. stop hesitating and take action
D. avoid bad situations with animals.

Anne Frank was a young Jewish girl who kept a diary detailing her hiding in a secret apartment during the Nazi persecution of Jews. Through the diary, readers learn about Anne's feelings and living conditions in the secret Amsterdam apartment. All people belonging to the Nazi party were cruel and mean-spirited. Eventually, Anne's family was discovered and sent to concentration camps.

Question #17

Which of these statements related to the above passage represents an opinion and not a fact?

A. Anne kept a diary in which she described her feelings.
B. All people belonging to the Nazi party were cruel
C. Anne Frank was a young Jewish girl.
D. Anne's family was discovered by the Nazis.

Instructions:

The Koran (from Arabic Quran) is the sacred scripture of Islam. People of Islamic religion believe these writings are the words of God (or Allah) to Muhammad, the founder of Islam. Muhammad told these revelations to others who wrote them down. After Muhammad died in 632, the writings were collected, and an authorized version was released.

The Koran consists of 114 suras, or chapters, generally arranged from longest to shortest. In it all the standards for people's behavior are set forth. Passages describe the nature of Allah and what actions are considered good and evil. All aspects of life are covered by the Koran. According to the Koran, those who follow the standards will be rewarded, and those who do not will be severely punished. These punishments and rewards are described in various stories. Many of these are found in the Jewish and Christian holy scriptures.

Question #18

The above passage contains answers to all of the following questions except one?

A. What is the Koran?
B. What do followers of Muhammad believe about the Koran?
C. What do the followers of the Islam religion believe about Allah?
D. When was the Koran written?

BEST COPY AVAILABLE

Passage Number 1

From the beginning of time, people have made valiant attempts to accomplish the impossible. In modern times, the ultimate feat is circling the Earth in a hot air balloon. "RTW", balloonist jargon for the sport, requires travel at altitudes from 20,000 to 45,000 feet. Rozier balloons provide lift for the craft using a combination of helium and air. During the day, heat from the sun causes the helium to expand; at night, propane burners take over. The pilot of a Rozier steers solely by the wind, navigating the altitude according to its direction. Experts estimate that an RTW would take 15 to 20 days, if anyone could ever accomplish it.

Passage Number 2

Balloonists have always dreamed of circumnavigating the globe in their hot air crafts. Ballooning is, in fact, the earliest form of air travel. Interestingly, aviation has progressed so far that man has walked on the moon, yet no one has ever traveled around the globe, or RTW, in a hot air balloon. The year 1998 appeared to be the year that balloonists in every nation were competing for a place in aviation history. No fewer than seven teams or individuals planned the ultimate hot air ride. Rozier balloons, high-tech crafts that combine solar-and

Question #19

The passages above present similar information about hot air ballooning. Which statement represents information or opinions NOT found in both passages?

A. the number of flights already planned or attempted
B. the energy efficiency of Rozier balloons
C. an RTW has never before been accomplished
D. the role of the wind in an RTW flight

Question #20

Which statement best describes how Passage Number 1 differs from Passage Number 2?

A. The first passage describes the sport of hot air ballooning, and the second passage describes its scientific basis.
B. The first passage describes people's attempts at high risk sports. The second describes less risky sports.
C. The first is an encyclopedia passage. The second passage seems to be from a novel.
D. The first passage presents a view of hot air ballooning from more of a scientific point of view. The second passage presents selected information in a more conversational tone.

BEST COPY AVAILABLE

Appendix D

IRI Recording Form

Child:_____ Date:_____

Selection Title: Hedgehog Bakes a Cake Pages: 207–208

Passage: Grade 2, Something New, Theme 2 Word Count: 107

"A little bit of shell does not matter," said Squirrel. "Mix it all together." So Hedgehog mixed. The batter was more lumpy, but mixing was easier than before.

Owl stuck her head in the door. "Baking?" she asked. "May I help?" Hedgehog did not want more help. But he didn't want to hurt Owl's feelings.

"You can butter the pan," said Hedgehog. Owl was happy. She stuck her wing into the butter. Then she smeared it around the pan.

Owl turned on the oven with her buttery feathers. She turned it up as high as it would go. "The oven must be nice and hot," she said.

ndicate correct (+) or incorrect (–) response for each question.

1. ☐ **What are the animals in the story doing?** *(They are baking.)*
2. ☐ **Why does Hedgehog let Owl help?** *(He doesn't want to hurt her feelings.)*
3. ☐ **What do you think Hedgehog might want to say to his helpers?**
   (Possible answers: Go home and let me finish by myself; please leave me alone.)
4. ☐ **Is this a true story? How do you know?**
   (Possible answer: It is not a true story because animals cannot talk and bake.)

Sample Beneath the Rubble

From every disaster one or more stories of great courage and heroism often emerge. One such story came out of the disaster that struck Northridge, California, early one January morning.

In California, people live in fear of 7
the Big One—a massive earthquake along the San 16
Andreas fault that will take thousands, if not tens 25
of thousands, of lives. While they are waiting for 34
the Big One, however, Californians have 40
experienced plenty of Small Ones. Even these 47
small earthquakes have managed to decimate 53
whole regions. 55

On January 17, 1994, a "small" earthquake, 62
showing 6.8 on the Richter scale, hit Northridge, 70
California. (The Richter scale is used to measure 78
the ground motion during an earthquake. The 85
largest recorded quake hit Japan in 1933. It 93
measured 8.9 on the Richter scale.) The 100
Northridge quake lasted just 30 seconds. It hit in 109
the early morning, when most people were in bed 118
sleeping. At 4:30 A.M. all was peaceful and quiet. 127
Less than a minute later, however, the region 135
around Northridge, a suburb of Los Angeles, 142
looked as if it had just been bombed. Highways 151
had ruptured and split in two. Downed power 159
lines had plunged more than three million 166
people into darkness. Broken gas and oil lines 174
caused countless fires. And a total of 61 people 183
died during the quake or later as a result of 193
injuries caused by the quake. 198

It was in the wake of this disaster that a heroic 209
rescue took place. The rescue centered around 216
Salvador Pena, who had left his native El Salvador 225
12 years earlier to escape a civil war and start a 236
new life in the United States. Pena worked two 245
jobs to support his wife and five children. During 254
the day he worked as a janitor at a local college, 265
and at night he ran a street sweeper at the 275
Northridge Fashion Plaza. 278

At 4:30 A.M. on January 17, Pena was driving 287
his power sweeper on the lower level of the mall's 297
three-story parking garage. When the earthquake 304
struck, the garage began to shake violently, and 312
Pena realized that he had no time to escape. "It 322
happened so fast, I wasn't able to do anything," 331
he said later. "I put myself in God's hands." 340
Within seconds, the parking garage crumbled like 347
a house of cards, trapping Pena—still inside his 356
sweeper—beneath 20 tons of concrete. 362

The search for survivors began right away. Firefighters and paramedics soon found Pena, but then faced the monumental task of getting him out. Rescuers managed to dig a passageway to him, but this tunnel was unstable at best and was studded with chunks of concrete and twisted ribbons of metal. When firefighter Vincent Jenkins crawled through it the first time, he could see only Pena's upper body. As the rescue work proceeded, Jenkins crawled through the tunnel again and again, bringing encouragement and comfort to the trapped man. Pena, for his part, never lost consciousness or his faith in God. At one point he even asked his rescuers to pray with him. Although he feared death was near, Pena later said he refused to give up the struggle to live because he felt that his family would not survive without his support. "I've always fought to give them food," he said, "give them a little strength to sustain themselves."

The rescuers couldn't just pull Pena out because his legs were pinned beneath the rubble. They had to use jackhammers to clear away the loose debris in the tunnel, and then they had to drill holes into the concrete that was resting on top of the sweeper. These holes allowed the paramedics to pump oxygen in to Pena. The holes also allowed the rescuers to slip four plastic air bags into the space around Pena. Then rescuers inflated the bags, lifting the concrete off Pena's legs. To get him out of the sweeper, the

I hate math. At regular school I am always forgetting 7 x 9 and the right way to read a graph, which is why I always have to take Math Discoveries in the summer. My mother is an engineer and she says that everyone has to know about math. Even nurses and police officers. Even people with computers.

The main thing I hate about math is that it's never over. Just when you get the hang of addition, you have to learn subtraction. There's always something else.

The other thing I hate about math is that a lot of times you have to do it on the board. It's not like spelling, which only the teacher sees, or reading, which is private.

But Dad always says there's no time like the present. So I decided to volunteer to do math on the blackboard right away.

"Let's do some problems on the board," Mrs. Watson said at eleven fifteen. "Five volunteers for five problems."

My throat closed up. My hands started to sweat. My stomach felt as though it had jumped into my chest.

Slowly I raised my hand.

"Sophie! Good!" Mrs. Watson said. She held out a piece of chalk and I stood up to take it from her.

Appendix E

IRI Recording Form

Child:_____ Date:_____

Selection Title: Wilson Sat Alone Pages: 79–81

Passage: Grade 2, Something New, Theme 1 Word Count: 105

On snow days, as Ben and Sam and Lucy and Meg helped each other into their snowsuits, Wilson dressed alone. When the children built snowmen and threw snow, and laughed and screamed, Wilson didn't laugh...because he was alone. One day a new girl came to school. She said her name was Sara. She smiled all the time. She sat alone, and ate alone, and read alone, and played alone. But only for one day. On her second day at school, Sara pushed her desk into a group of other desks, and ate with the other children, and played Monsters in the snow, and laughed.

Indicate correct (+) or incorrect (–) response for each question.

1. ☐ **Who is always alone?** *(Wilson is always alone.)*
2. ☐ **What is one thing all the children except Wilson do?**
   (Possible answers: They laugh; play together; play in the snow.)
3. ☐ **Why do you think Sara sits alone the first day?**
   (Possible answer: She is new at school and doesn't know anyone.)
4. ☐ **Why might Sara make a good friend?**
   (Possible answers: She smiles a lot; she joins in.)

BEST COPY AVAILABLE

Appendix F

Reluctant Reader Book List

Sounder, Armstrong

The Face on the Milk Carton, Cooney

Zlata's Diary, Filipovic

The Music of Dolphins, Hesse

Tex, Hinton

That Was Then, This is Now, Hinton

The Outsiders, Hinton

Across Five Aprils, Hunt

The Arm of the Starfish, L'Engle

A Wrinkle in Time, L'Engle

The Call of the Wild, London

White Fang, London

Autumn Street, Lowry

Never Cry Wolf, Mowat

Hoops, Myers

Won't Know Till I Get There, Myers

Shiloh, Naylor

Black Star, Bright Dawn, O'Dell

The Black Pearl, O'Dell

Bridge to Terabithia, Paterson

The Crossing, Paulson

Where the Red Fern Grows, Rawls

Summer of the Monkeys, Rawls

The Red Pony, Steinbeck

Roll of Thunder, Hear My Cry, Taylor

The Cay, Taylor

The Time Machine, Wells

Rumble Fish, Hinton

To Sir With Love, Braithwaite

The Pigman, Zindle

The Incredible Journey, Burnford

How I Survived Being A Girl, Van Draamen

How To Eat Fried Worms, Rockwell

Appendix F

NOVELS GROUPED BY READING LEVEL

_____Fast Forward- Jenny Pausacker * (4)
_+__Pinballs-Betsy Byars *
_•__Randall's Wall-Carol Fenner * (14 Lib)
_____The Amazing Adventures of Albert & His Flying Machine-Thomas Sant * (4)
_•__The Pigs Are Flying-Emily Rodda * (4 Lib)
_+__War with Grandpa- Robert Kimmel Smith *
_____Germy Blew the Bugle- Rebecca C. Jones * (3)

_____Baby- Patricia MacLachlan *- 8 (4 Tea & 4 Lib)
_•__Stonewords-A Ghost Story -Pam Conrad *-(6)
_•__The Dead Man at Indian Creek-Mary Downing Hahn *- (12 Lib)

_____Anastasa Krupnick- Lois Lowry** (4 & Lib)
_•__Beardance- Will Hobbs ** (10 Lib)
_____Crazy Lady- Jane Leslie Conly ** (9- 6 Tea & 3 Lib) Mature Vocabulary
_____Hatchet- Gary Paulsen ** (1 Tea & 11Lib)
_+__House of Wings- Betsy Byars**
_•__Little House on Rocky Ridge- Roger Lea MacBride** (4 Lib)
_+__The Summer of the Swans- Betsy Byars **
_+__Trouble River- Betsy Byars **

_•__Bearstone- Will Hobbs **- (11 Lib)
_•__Cat Running- Zilpha Keatly Snyder **- (13 Lib)
_____Eighty-Eight Steps to September- Jan Marino **- (6)
_____Jonas McFee, A.T.P. - Sarah Sargent **- (6)
_•__Missing Since Monday- Ann M. Martin **- (12 Lib) Mature Content
_++_Number the Stars- Lois Lowry **- (46- 7 Tea, 36 Lib, 3 KH)
_____The Purple Heart- Marc Talbert **- (19- 7 Tea & 12 Lib)
_•__Something Upstairs- AVI **- (13 Lib)
_____Speedwell- Ann Turnbull **- (5)
_____Who Invited the Undertaker?- Ivy Ruckman **- (6)
_____Wringer-Jerry Spinnelli **- (5 Tea & 4 Lib & others)

_____Bridge to Terabithia- Katherine Paterson *** 5 (4 Tea & 1 Lib)
_____Cold as Ice- Elizabeth Levy *** (4)
_•__Daniel's Story-Carol Matas***(16 Lib) Mature Content
_____Eli's Ghost- Betsy Hearne *** (6)
_+__From the Mixed-up files of Mrs. Basil E. Frankweiler-E.L.Koningsbury***
_+__Gentle Ben-Walt Morey ***
_____George- E.L. Konigsburg *** (4)
_____I am Regina- Sally M. Keehn *** (7- 3 Tea & 4 Lib)
_+__Old Yeller-Fred Gipson ***

_+__Phantom Tollbooth-Norton Juster ***
_+__Mrs. Frisby and the Rats of Nihm-Robert C. O'Brian ***
_•__Someone Was Watching- David Patneaude *** (16 Lib)
_____the interesting thing that happened at Perfect Acres, Inc.- Barbara Wallace *** (4)
_____The Runaways-Ruth Thomas *** (7)
_____The Stonewalkers- Vivien Alcock *** (6)
_____The Transformation of Faith Futterman- Phyllis Shalant ***(7)
_•__Time for Andrew- Mary Downing Hahn *** (16 Lib)
_____George- E.L. Konigsburg *** (4)
_____The Trouble on Janus- Alfred Slote *** (4)
_____The Voyage- Hugh B. Cave *** (6)
_____There's a Girl in my Hammerlock- Jerry Spinelli ***(12- 3 Tea & 9 Lib)
_____Tuck Everlasting- Natalie Babbitt *** (5)
_•__Walk Two Moons- Sharon Creech *** (13 Lib)

_____Dr. Dredd's Wagon of Wonders-Bill Brittain ***- (3) Dialect Difficulty
_____Lyddie-Katherine Paterson ***- (23- 5 Tea & 18 Lib))
_•__On My Honor-Marion Dane Bauer ***- (15 Lib) Short/Mature Content
_•__Park's Quest-Katherine Paterson ***- (15 Lib) Challenging plot
_____Sparrow Hawk Red-Ben Mikaelsen ***- (4)
_____The Land I Lost- Huynh Quang Nhuong ***- (4)
_____Time Windows-Kathryn Reiss ***- (3 Lib)
_____Travelers by Night- Vivien Alcock ***- (4)
_•__Who's There?-Stephanie S. Tolan ***- (14 Lib)

_____A Stranger Came Ashore-**** Mollie Hunter (5)
_+__And Now Miquel-Joseph Krungold ****
_____Canyons -Gary Paulson **** (18 - 3 Tea & 7 Lib)
_____Echoes of a White Giraffe- Sook Nyul Choi **** (6 - 4 & 2 Lib)
_____Eight Days of Luke- Diana Wynne Jones **** (4) A little Dialect Difficulty
_____Harris and Me- Gary Paulsen ****(12-8 Tea& 4 Lib) Mature Content/Vocab
_•__Heart of a Champion-Carl Deuker **** (3 Lib)
_____IOU'S- Oioda Sebestyen **** Mature Vocabulary (4)
_•__Julie- Jean Craighead George **** (4 Lib)
_•__The Day Elvis Came to Town- Jan Marino **** (4 Lib)
_____The Egypt Game- Zilpha Keatley Snyder **** (4 -3 Tea & 1 Lib)
_____The Fledgling-Jane Langton **** (9 & Lib)
_____The Monument - Gary Paulson **** (18)
_____The Talking Earth-Jean Craighead George **** (5)
_+__The Secret Garden- Frances Hodgson Burnett****
_•__Where the Broken Heart Still Beats-Jean Craighead George **** (16Lib)
_+__Wrinkle in Time-Madeleine L'Engle ****

BEST COPY AVAILABLE

_____A Sound of Chariots- Mollie Hunter ***** (4) Dialect Difficulty

_____Beyond the Labyrinth-Gillian Rubenstein ***** (7)

_____Julie of the Wolves-Jean Craighead George ***** (9- 7 Tea & 2 Lib)

_____Moon Dark- Patricia Wrightson ***** (4) Dialect Difficulty

_____The Girl in the Box-***** Ouida Sebestyen (7-6 Tea & 1 Lib (Mature Content

_____The Hero- Paricia Windsor ***** (6) (Mature Content/Vocabulary)

_____The Ice Bear-Betty Levin ***** (4)

_____The Ogre Downstairs-Diana Wynne Jones ***** (6- 5 Tea & 1 Lib)

_____The Snowbird- Patricia Calvert ***** (4) Dialect Difficulty

_____Under Alien Stars- Pamela F. Service ***** (4)

_____Year of Impossible Goodbyes- Sook Nyul Choi ***** (9 -2 Tea & 7 Lib) A1

Appendix G

Independent Reading Contract

My individual goal is _____ pages. I understand that I am required to read material that is challenging, appropriate for me based on my reading ability, and must be a book that I have not read before. If I plan to earn a grade of an A for workshop credit, I must read the number of pages required for this grade. I also understand that the work completed on assignments, journal writing, the reading project, and workshop responsibilities, must be of quality caliber.

Student's Signature_____Date_____

Teacher's Signature_____Date_____

Parent's Signature_____Date_____

Reading Chart

100

Twenty minutes, at least three times a week!

Date	What I read...	Parent Initial

Appendix H

Group Project for *The Interlopers* , by Saki

This project will involve several steps:
>First you will be divided into groups of three.
>Next you will read *The Interlopers.* within those groups.
>Then you will together consider what the story means through a discussion guided by three discussion questions.
>You will also together complete a story and grammar packet.
>The whole class will come together to share reactions to the discussion questions, seeing what we have discovered in common and what is unique to your group.
>Finally each person will take a selection test on his or her own.

Within each group of three people there are three roles to fill:

1) The leader will read all the directions and facilitate the groups' activities, keeping everyone on task

2) The recorder will take notes on the discussion part only and record all key points needed to answer the discussion questions

3) The presenter will report to our class the groups' answers to the discussion questions

Each member of the group will write his or her own answers in the packet. The group may consider the answers together, but each member will hand in an individual packet.

Question #1 -- With whom do you sympathize, Ulrich, Georg, neither, or both? Why?

Question #2 -- Were you satisfied with the story's ending? Why or why not?

Question #3 -- Often writers do not state the theme of a story directly, instead they expect readers to infer a general idea of an insight into life. Saki's *The Interlopers* is a story of this type. What is the theme of this story? Explain how you inferred it. Include the details of the story that are clues to the theme and the process of reasoning that led you to your

conclusions.

COOPERATION SCOREBOARD

6-5
103

NOVEL:_____ Your Name:_____

Part One: Rate yourself by deciding how often you did the following:

3= All of the time 2= Most of the time 1= Sometimes 0=Seldom or never

1. Completed reading assignment according to team plan	
2. Came prepared with an open-ended discussion topic	
3. Stayed on task by discussing the novel and team business. Did not start socializing.	
4. Did not interrupt the speaker in any way and waited patiently to speak.	
5. Participated discussions by expressing his/her own ideas.	
6. Encouraged others to speak by asking for their input. (opinions, read questions, suggestions etc.)	
7. Followed all other class rules and used a quiet voice	
8. Overall, a positive influence on the team	
Total →	
Grade →	

Grading Scale: 21-24 =A 13-16=C 17-20 =B 10-13=D

"By listening to the ideas of others we can learn more about ourselves."

Appendix H

HOW I FEEL ABOUT TEAM WORK	ALWAYS	SOMETIMES	NEVER
1. I learn better working with others			
2. I like working on a team			
3. Knowing how to be a team member is important			

The best part of working on a team is_____

The worst part of working on a team is_____

The next time I work with a team I will _____

Please sign here_____

Date_____

TEAM-WORK:

This fall when you see geese heading south for the winter, flying along in "V" formation, you might be interested in knowing what science has discovered about why they fly that way.

It has been learned that as each birdflaps its wings it creates an uplift for the bird immediately following. By flying in a "V" formation, the whole flock has at least 71% greater flying range than if each bird flew on its own. People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another or teamwork makes the difference.

Whenever a goose falls out of formation it suddenly feels the drag and resistance of trying to go it alone, and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front. If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are going.

When the lead goose gets tired he rotates back in the wind and another goose flies point. On good teams it pays to take turns doing hard jobs.

The geese honk from behind to encourage those up front to keep up their speed. What do we say when we honk from behind?

When a goose gets sick or is wounded by gun shot and falls out, two geese fall out of formation and follow it down to help and protect it. They stay with the goose until it is either able to fly or until it is dead.

Then, they launch out on their own, or with another formation, to catch up with their group. If we have the sense of a goose, we will stand by each other like that.

Good ideas require the strength of team-mates looking out for each other.

Appendix I
Literature Circles

Directions:

Today, you and your group have the opportunity to discuss as many of the questions on the "Response Journal Question" sheet as time permits.

There are fourteen questions. Before discussion starts, read through the questions and decide as a group which eight questions will receive top priority. That way if you run out of time you will at least have discussed the questions that most interest you.

As you read each question, each group member should take notes on the ideas that other members of your literature circle discuss.

When you feel that you have sufficiently discussed the question and explored of all the possibilities that your group can think of, move on to the next question.

When your group is finished discussing the questions you should have thorough, well organized notes in which to work from.

Group Roles:

Leader: The leader will read all the directions and facilitate the groups' activities, keeping everyone on task.

Timekeeper: The timekeeper will make sure that the group does not spend too much time on any one question. The timekeeper should give the group about a four minute limit on each question.

Reader: The reader will read each question outloud to the group.

Note Recorders: All group members take organized, complete

Individual Assignment:

Respond to any four of the "Response Journal Questions". Write in complete sentences. Each response should be approximately 1/3 to 1/2 of a page. It should be typewritten.

This assignment is due: _____

Appendix J

Newspaper Character Activity

You will work in groups of two. Select a character from the novel you are reading and answer the following questions. Use the back if you need more space. Create a news story about your character and illustrate a scene from your story that includes your character.

1. What is the name of your novel? What is the name of the character you will be writing about?

2. Find and write the lead. Does it summarize what you want to tell about your character?

3. Find and list 5 details about the character . Are they arranged in order of importance?

4. Why does the story have news value?

5. Find and list the who, what, where, when, why of the story.

6. What type of story is it?

Appendix K
PLOT LINE POSTER ASSIGNMENT

Assignment

> Create your plot line poster on large poster board or heavy construction paper.

> Use a ruler to make the lines for your plot line "mountain" and various plot elements.

> Label the plot line elements in the appropriate positions on the plot line.

> Use complete sentences to identify the events from your novel .

> Include all of the following:

Exposition (Introduction) Setting , Characters , Point of View

Initial Incident

Rising Action (Sequence of Events) (Types of Conflict)

Climax

Falling Action

Resolution

> Identify the main conflict of the story. Remember there are seven different types of conflict.

> Identify at least four literary devices including examples from your novel.
Possibilities include : imagery, metaphor, simile, irony, dialect, foreshadowing, symbolism, flashback, hyperbole, personification, allegory.

> Plot line appearance is important. Straight lines and typed information or neat handwriting in ink or marker are expected.

> Include illustrations , magazine pictures, computer graphics or anything else that will add to the visual creativity of your poster.

Appendix L

What is Reader's Theater?

Reader's theater is a form of group storytelling in which two or more readers present a piece of literature by reading aloud from hand held scripts. This piece of literature may be a poem, a play, a short story, a picture book or an excerpt from a novel.

Scripts Performers always read from scripts.

Positioning Readers should make it interesting. They should stand or sit in a symbolic formation if possible or an interesting formation.

Props & costumes Props and costumes should be minimal since reader's theater tries to encourage the audience to use their imagination. Scripts often use a symbol of the character. For example, what famous storybook character would be symbolized if the cover of the script had a braided blue tail hanging on it?

Action The action is symbolic. Little movement is necessary. For example, a character's death may simply be shown by the reader bowing their head or closing their eyes.

Focus Readers use a technique known as offstage focus in which readers never look at each other when they converse. Instead they look at a distant point above the heads of the audience where their vision

intersects.

Voice

The voice is the basic tool of the performer. The performer's voice needs to be appropriate for the character. For example, the voice of a witch would differ greatly from the voice of a child or a dog.

Trimester 2 Independent Reading Project
Book Study & Reader's Theater Assignment

You will be working in a cooperative group to complete this assignment. Each member is expected to contribute to the group. Divide the work in a fair way and use your time efficiently.

Process:

- As a group, discuss your book using the discussion questions.
- Each person writes the answers to all the discussion questions.
- As a group, identify 12 vocabulary words to share with the class.
- Vocab words will be defined on large flash cards.
- Select a 5 -7 minute passage of your book to present to the class using "reader's theater."
- Type your selection in script form.
- Create "symbolic" covers for script.
- Select music to use to set tone as performance begins.
- Practice your reader's theater selection.

Products:

- Each individual will turn in discussion questions, 12 vocabulary words, and script with symbolic cover.
- The group will present their reader's theater selection in front of the class. This will include introducing the name of story and the author, sharing 12 vocabulary words defined on flash cards, and the performance of the selection.

Name _____

Chinese New Year

Read the story. Answer the questions.

The Chinese like to celebrate the New Year in their homes. They put out dishes of oranges and apples for good luck. On New Year's Eve, families have a big dinner and eat fish. Children get bright red envelopes with money inside from their mothers and fathers. Parents also write short poems on red paper. They put these poems on doorways and gates. Everything is red because that color means good luck. On New Year's Day, firecrackers are set off from morning until night. People shout, "Happiness and good fortune to you!"

1. When do the Chinese set off firecrackers? _____

_____

2. What three things mean good luck? _____

_____

3. What gifts do the children get from their parents? _____

_____

4. Why do families get together on New Year's Eve? _____

_____

BEST COPY AVAILABLE

Appendix M
Multiple Intelligences
Lesson Plan Visual/Spatial Emphasis
for
The Adventures of Tom Sawyer

Awaken

1. Students view the picture "The Great Mississippi Steamboat Race" by Currier & Ives on overhead. Soak in scene for a minute.
2. With a partner place the character Tom Sawyer in this picture. What is he doing and what is his motivation for doing it.
3. Pair share.

Amplify

1. With a partner draw a scene involving Tom Sawyer and one of the other characters from the story. Make sure he is on an adventure!
2. Title your picture.
3. Share with class

Teach

1. Group Activity: Use guided imagery to take students on a typical days journey during the year 1840. We will start with waking up at 5:00 to feed the horses and end with a long journey through the dark to get to the doctor's house asking for help for a sick Sidney.

Transfer

1. Reflect on information learned during "A Typical Day in the 1840's".
2. What do we take for granted in our daily life today?
3. What was one thing that you thought was an improvement in the quality of life that was mentioned about the 1840's day?

Lesson Palette: Visual/Spatial Emphasis

Visual/Spatial Strategies

- ▫ Active Imagination
- ▫ Drawing
- ▫ Guided Imagery/Visualizing
- ▫ Pretending/Fantasy

Subject Area: Language Arts

Intelligence Emphasis: Visual/Spatial

Lesson Objective: To gain understanding and appreciation for the reality of daily life in the 1840's when the story The Adventures of Tom Sawyer takes place.

Supplies and Materials:

- Overhead picture
- Large Sheets of white paper
- 10 sets of colored pencils

Room Arrangement: Desks are placed in clusters of four. Students will meet in task groups.

Name

Appendix N

Flying Disc Day

Hello! Greet your group members by shaking hands and saying hello to each other. Please remind each other what "lift" means and why an airplane wing is shaped the way it is.

How to make a flying disc...

Materials:

compass
pencil
poster board (Please find yours on the counter.)
scissors
glue or glue stick

Procedure:

1. Use a compass to draw seven separate circles onto the poster board. Draw the circles separately, not on top of each other
2. Set the pointy, red, sliding portion of the compass on the following centimeter markings to make your circles:

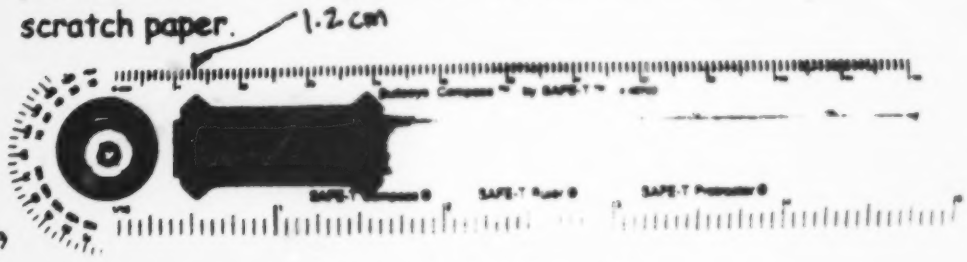
circle 1	1.2 cm
circle 2	2.5 cm
circle 3	3.7 cm
circle 4	5.0 cm
circle 5	6.2 cm
circle 6	7.5 cm
circle 7	8.7 cm

It is a good idea to draw all of the circles before you start to cut. The more precise you are with your measurements, the better your disc will fly. Ask your crew to help you. You are there to support each other.

BEST COPY AVAILABLE

3. To use the compass, move the red sliding piece to the point you need on the ruler. Hold the clear circle with your finger and place your pencil point in the hole even with the measurement you need. As you tightly hold the clear circle, rotate your pencil around. You might want to practice a few times on scratch paper.

Hold the clear circle with your finger.



Put pencil point in circle under arrow.

4. After all circles are drawn, cut them out.
5. Glue them together with the largest on the bottom moving towards the smallest on top. Use small droplets of glue placed evenly around the circles. Wipe off any extra glue. More is not always better when gluing! There is a good example of what your disc should look like on the board.
6. **WRITE YOUR NAME ON THE BOTTOM OF THE LARGEST CIRCLE WITH YOUR SECTION NUMBER.**
7. Take your disc to your locker and put it under your books on the top section of the locker. Let it dry there overnight so it turns out flat. Then, tomorrow, take it home and decorate it. The more colorful you make it, the easier it will be to find while the whole class is throwing theirs at the same time.
8. Put the scissors, glue, directions, and compasses in the middle of the table.
9. Take the homework off of Mrs. Z.'s desk. You must read the article "Is Our Future in the Stars" and answer the questions. This is due the next time we have class.
10. Plan to fly the discs outside on the next science day. We will decorate them first. Wear comfortable clothes and shoes to spend the period chasing your disc.
11. Have a great day!

BEST COPY AVAILABLE

name_____section_____date__

Important Details...

Main Idea...

_____

_____

_____

Treasure Island

Excerpt I

What has happened so far:
Squire Trelawney, Dr. Livesey, and young Jim Hawkins are about to start a journey to retrieve the hidden treasure of the pirate Captain Flint. After Billy Bones, a guest of the Hawkin's inn, died from a fit of apoplexy (a stroke), Jim and his mother found a treasure map in his seaman's chest. Before dying, Billy Bones had warned Jim to beware of a one-legged pirate, another member of Flint's crew, who was trying to find the map.

Cast of Characters:
Mrs. Hawkins: inn owner, rented a room to Billy Bones
Jim Hawkins: her son, finder of the map
Squire Trelawney: gentleman and neighbor of the Hawkins; treasure seeker
Dr. Livesey: friend to Squire Trelawney; treasure seeker
Redruth: Squire Trelawney's manservant
Pirates: Captain Flint, Billy Bones, England, Pew, Isreal, Hands, the coxswain, Long John Silver, the cook
Captain Smollett: Captain of the Hispaniola
Dick: a lad on the Hispaniola

"Old Anchor Inn, Bristol, March 1, 17—.

"DEAR LIVESEY, — As I do not know whether you are at the Hall or still in London, I send this in double to both places.

"The ship is bought and fitted. She lies at anchor, ready for sea. You never imagined a sweeter schooner — a child might sail her — two hundred tons; name, *Hispaniola.*

"I got her through my old friend, Blandly, who has proved himself throughout the most surprising trump. The admirable fellow literally slaved in my interest, and so, I may say, did every one in Bristol, as soon as they got wind of the port we sailed for — treasure, I mean."

"Blandly himself found the *Hispaniola,* and by the most admirable management got her for the merest trifle. There is a class of men in Bristol monstrously prejudiced against Blandly. They go the length of declaring that this most honest creature would do anything for money, that the *Hispaniola* belonged to him, and that he sold to me absurdly high — the most transparent calumnies. None of them dare, however, to deny the merits of the ship.

"So far there was not a hitch. The workpeople, to be sure — riggers and what not — were most annoyingly slow; but time cured that. It was the crew that troubled me.

"I wished a round score of men — in case of natives, buccaneers, or the odious French — and I had the worry of the deuce itself to find so much as half a dozen, till the most remarkable stroke of fortune brought me the very man that I required.

"I was standing on the dock, when, by the merest accident, I fell in talk with him. I found he was an old sailor, kept a public-house, knew all the seafearing men in Bristol, had lost his health ashore, and wanted a good berth as cook to get to sea again. He had hobbled down there that morning, he said, to get a smell of the salt.

"I was monstrously touched — so would you have been — and, out of pure pity, I engaged him on the spot to be ship's cook. Long John Silver he is called, and has lost a leg; but that I regarded as a recommendation, since he lost it in his country's service, under immortal Hawke. He has no pension, Livesey. Imagine the abominable age we live in!

"Well, sir, I thought I had only found a cook, but it was a crew I had discovered. Between Silver and myself we got together in a few days a company of the toughest old salts imaginable — not pretty to look at, but fellows, by their faces, of the most indomitable spirit. I declare we could fight a frigate.

"Long John even got rid of two out of six or seven I had already engaged. He showed me in a moment that they were just the sort of fresh-water swabs we had to fear in an adventure of importance.

"I am in the most magnificent health and spirits, eating like a bull, sleeping like a tree, yet I shall not enjoy a moment till hear my old tarpaulins tramping round the capstan. Seaward ho! Hang the treasure! It's the glory of the sea that has turned my head. So now, Livesey, come post; do not lose an hour, if you respect me.

"Let young Hawkins go at once to see his mother, with Redruth for a guard; and then both come full speed to Bristol.

JOHN TRELAWNLEY

* * *

[Young Jim Hawkins narrates the story. They are at sea, bound for treasure.]

Now, just after sundown, when all my work was over, and I was on my way to my berth, it occurred to me that I should like an apple. I ran on deck. The watch was all forward looking out for the island . . .

In I got bodily into the apple barrel, and found there was scarce an apple left; but, sitting down there in the dark, what with the sound of the waters and the rocking movement of the ship, I had either fallen asleep, or was on the point of doing so, when a heavy man sat down with rather a clash close by. The barrel shook as he leaned his shoulders against it, and I was just about to jump up when the man began to speak. It was Silver's voice, and, before I had heard a dozen words, I would not have shown myself for all the world, but lay there, trembling and listening, in the extreme of fear and curiosity; for from these dozen words I understood that the lives of all the honest men aboard depended upon me alone . . .

DRAW Activity Questions

1. Where does the two hundred ton schooner lie it's anchor?

---

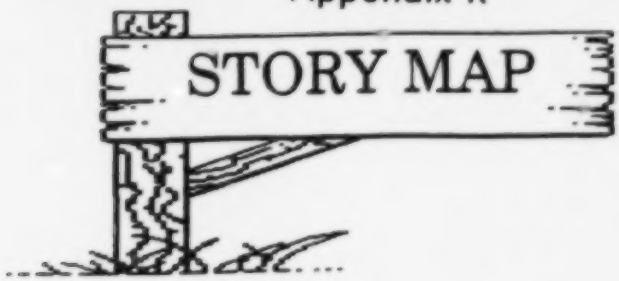
2. Why is there a class of men in Bristol prejudice against Blandly?

---

3. What does John Trelawnley mean when he writes he had a remarkable stoke of fortune?

---

4. Who did John Trelawnley employ to be the ship's cook?



NOVEL:_____ AUTHOR:_____

TEAM:_____

SETTING:_____

_____

_____

CHARACTER	ROLE	MAJOR/MINOR

MAJOR CONFLICT: (Problem)_____

_____

_____

_____

_____